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ABSTRACT

This feasibility study of terminology, the first step in attempting to resolve some of the communication problems in adult/continuing education, describes the process used and reflects the current conditions in this area. In researching terminology use, attention was directed to current concepts; the extent of agreement concerning terms and definitions currently in use; the effectiveness of various cooperative processes, with emphasis on the Delphi process; and related factors. Part I focuses on background information and an overview of the project. Part II describes the participants, the context, and the objectives, along with a detailed history of the developmental process and of the various encounters and interrelationships that occurred. Part II presents a conceptual model of adult/continuing education. In the conceptual model, the educational process is presented as a dynamic system consisting of four basic processes--appraisal, facilitation, participation, and learning. Four basic recommendations are offered to facilitate the continuing work on the development of a terminology handbook. They are: expand the interaction between the Office of Education and professional practitioners; proceed with the project, use the Delphi process; and consider future work within the context of the development of an integrated data system for the whole education field. (JS)

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A WORKING DOCUMENT

TERMINOLOGY ABOUT ADULT/CONTINUING EDUCATION:

a preliminary structure and a suggested development process

systems management corporation

prepared for the
U. S. Department of Health, Education, and Welfare
Office of Education
National Center for Educational Statistics

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A Working Document

TERMINOLOGY ABOUT ADULT/CONTINUING EDUCATION: A PRELIMINARY STRUCTURE and A SUGGESTED DEVELOPMENT PROCESS

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"We may well ask of any item of information that is taught...whether it is worth knowing. I can think of only two good criteria and one middling one for deciding such an issue: Whether the knowledge gives a sense of delight and whether it bestows the gift of intellectual travel beyond the information given, in the sense of containing within it the basis of generalization. The middling criterion is whether the knowledge is useful."

J. S. Bruner, On Knowing

TO THE READERS OF THIS DOCUMENT:

For some time the scholars and practitioners engaged in different kinds and at various levels of adult/continuing education have indicated a great need for accurate information concerning the number and characteristics of participants, types of programs offered, the identity of sponsors, and related information. The lack of commonly agreed-upon terminology and definitions limits both the quantity and quality of data that can be collected and disseminated.

The National Center for Educational Statistics, Office of Education, is endeavoring to resolve some of the communication problems in adult/continuing education. This preliminary manual is a first step in that direction. It will be distributed to professional organizations and selected individuals representing a cross-section of adult education for their critical analysis and constructive suggestions. Feedback received will provide assistance in planning a follow-up project designed to produce a quality handbook of terminology about adult/continuing education -- Handbook IX of the State Educational Records and Reports Series.

The project for developing a preliminary manual of terminolgoy about adult/continuing education was begun during the summer of 1970. Specifications called for exploring the entire spectrum of this broad field of education -- from researching professional general literature to holding informal conferences with a wide range of adult educators -- in an effort to identify terms commonly used, and their definitions when available. The objective of the project was to produce a preliminary manual, really a working document, which would reflect the present conditions in adult/continuing education. Attention was directed to current concepts; the extent of agreement concerning terms and definitions currently in use; the effectiveness of various cooperative processes, with emphasis on the Delphi process; and related factors. The experiences gained during the project, added to the feedback anticipated from the distribution of this document, are expected to be valuable assets in planning for and carrying out the handbook effort.

Throughout the development of the preliminary manual the communication problems characterized by lack of a common and acceptable terminology were evident. Consequently, much more research, dialogue among adult educators, and cooperative effort will be needed to develop a highly useful handbook of standardized terminology about adult/continuing education. A handbook of this nature will not impose a structure upon this broad segment of American education; rather, it can provide a source of cooperatively developed and understood discrete language that can be drawn upon to expedite communication among adult educators and others about adult education.

W. Dale Chismore
Office of Education
Project Monitor

PREFACE

The Cooperative Project for the Development of a Preliminary Manual of Terminology About Adult/Continuing Education* was designed as the first major step in the development of a proposed handbook of terminology about adult/continuing education. The anticipated handbook will be the ninth in the State Educational Records and Reports Series published by the United States Office of Education. The contract (No. OEC-0-70-5034 [521]) to develop a preliminary manual of terminology about adult/continuing education was awarded to Systems Management Corporation on 29 June 1970, as a result of a proposal submitted to the Office of Education in response to Solicitation No. 70-44. This document is the final contract requirement.

As a "cooperative project," we worked closely with several participating elements of the educational community. This interaction and the lessons to be learned from it are, we feel, equally as important as the product we developed together.

Therefore, this report contains both the product required by the contract specifications and a description of the process used to develop that product. An adequate understanding of each of these two elements requires careful attention to the other. That is, this document is a gestalt, and we urge you to approach it with such a perspective. We wish also to emphasize that this document goes beyond actual contract requirements. Only the product was required, but we have also reported the process in some detail.

This report is somewhat unusual in what it makes explicit. Many aspects of cooperative research and development efforts are usually left implicit, if not deliberately submerged, in reporting it. Differing expectations and emphases characterized this project. We believe that the explication of the implicit expectations and values is essential to mutual understanding and eventually to mutual self-enhancement. Thus, we have detailed the developmental process, with specific reference to the creative turbulence that seems to characterize interactive pattern recognition.°

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*The confusion and frequent lack of distinction between the terms "adult education" and "continuing education" forced the Office of Education to use the term "adult/continuing education." As reported in the following pages, we have suggested a distinction between these terms, but we feel we must continue the use of the joint term, since neither term fully subsumes the other.

°See pp. II-29 ff.

As the title indicates, this document is not a preliminary manual of terminology about adult/continuing education. Rather, in our efforts to develop a preliminary manual of terminology, we discovered that the best that could be done at this initial step was to suggest a structure for such a manual and to develop and test a developmental process for achieving that outcome. The subject of this document, therefore, is, as our title indicates, terminology about adult/continuing education with a description of our developmental process and a suggested structure.

We wish to emphasize now (and we will do so again) that the process and the product reported here are incomplete. This document is more a report of a feasibility study than it is a presentation of a finished effort. Expectations of a degree of refinement that does not yet exist will be premature. Nonetheless, this report goes beyond the strict requirements of our contract to develop a preliminary manual of terminology about adult/continuing education. We have done so because we recognize a need for the successful continuation of this work and because we feel a commitment to facilitate continuing efforts. The experiences and the perceptions we will share with you in the following pages will significantly benefit those efforts.

Finally, we wish to solicit your feedback. Any reactions and responses to our efforts that you care to send us will be appreciated. You can be assured that they will be considered in the continuing efforts to complete the work we have started.

Victor C. Gideon
Project Manager

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PART I

INTRODUCTION

I

This report presents a suggested structure for a manual of terminology about adult/continuing education and a description of a process for developing such a structure. This part of the report provides an overview and a summary of our efforts.

BACKGROUND

In 1953, the U. S. Office of Education published *The Common Core of State Educational Information*. Six additional "handbooks of terminology" have been published since then. The effort we report here is the first step* in the development of what will eventually be the ninth handbook of the State Educational Records and Reports Series. (The eighth handbook is presently being developed.) Our objective as specified by the Office of Education was the development of "a preliminary draft of a manual" of terminology about adult/continuing education. This preliminary manual was to be developed cooperatively by several participating elements and

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*The process of developing a handbook of terminology requires several years of effort. Our contract was for one year and is perceived as the first of several steps. Our use of the term "step" to refer to these long-range developmental periods should not be confused with our use of the term "phase" in later pages to refer to shorter-term developmental periods within a given step. For example, this step of the developmental process, our one-year contract, had three phases. The next step of the process, which may conceivably be a one-,two-, or three-year contract, also may consist of several phases.

was to provide:

(1) acceptably classified and defined terms;

(2) a framework for the delineation of the scope and content of adult/continuing education; and

(3) suggestions for solutions to major information and communication problems in the area of adult/continuing education.

PROBLEM STATEMENT

Even among professional practitioners of adult/continuing education, no common understanding and agreement as to the scope and content of their work exists. We therefore had no established conceptual model that could facilitate our efforts to structure the terminology of adult/continuing education. Furthermore, addressing the explicit objective soon led us to the recognition of an implicit objective: a developmental process that would be responsive to differing priorities had to be developed. Without such a process the final product would not adequately reflect the various points of view of all those involved with and interested in this work. The acceptability of our outcomes would then be severely limited. Both the recognition of this implicit objective and the development of an appropriate process to recognize different needs and to accommodate varying perspectives consumed much of our energy and eventually became as important as the explicit objective to produce a product.

The apparently conflicting product-process duality involved in defining terminology was not easily resolved. In an attempt to suggest a process for future encounters with similar problems, this

report presents both the product and a description of the process by which it evolved.

SUMMARY OF THIS REPORT

PART I. INTRODUCTION: ckground information, an overview of the project, and descriptive synopses of each of the major sections of this document are presented.

PART II. DESCRIPTION OF THE PROCESS OF THE PROJECT: The context, the participants and the objectives are described. A detailed history of the developmental process and of the various encounters and interrelationships that occurred is also presented. A description of project outcomes concludes the section.

PART III. A SUGGESTED STRUCTURE FOR A MANUAL OF TERMINOLOGY ABOUT ADULT/CONTINUING EDUCATION: This Part is the product required by contract specifications. It presents a conceptual model of adult/continuing education. (A diagram of this model is given on the following page.) In our conceptual model, the educational process is presented as a dynamic system consisting of four basic processes:

appraisal
facilitation
participation
learning

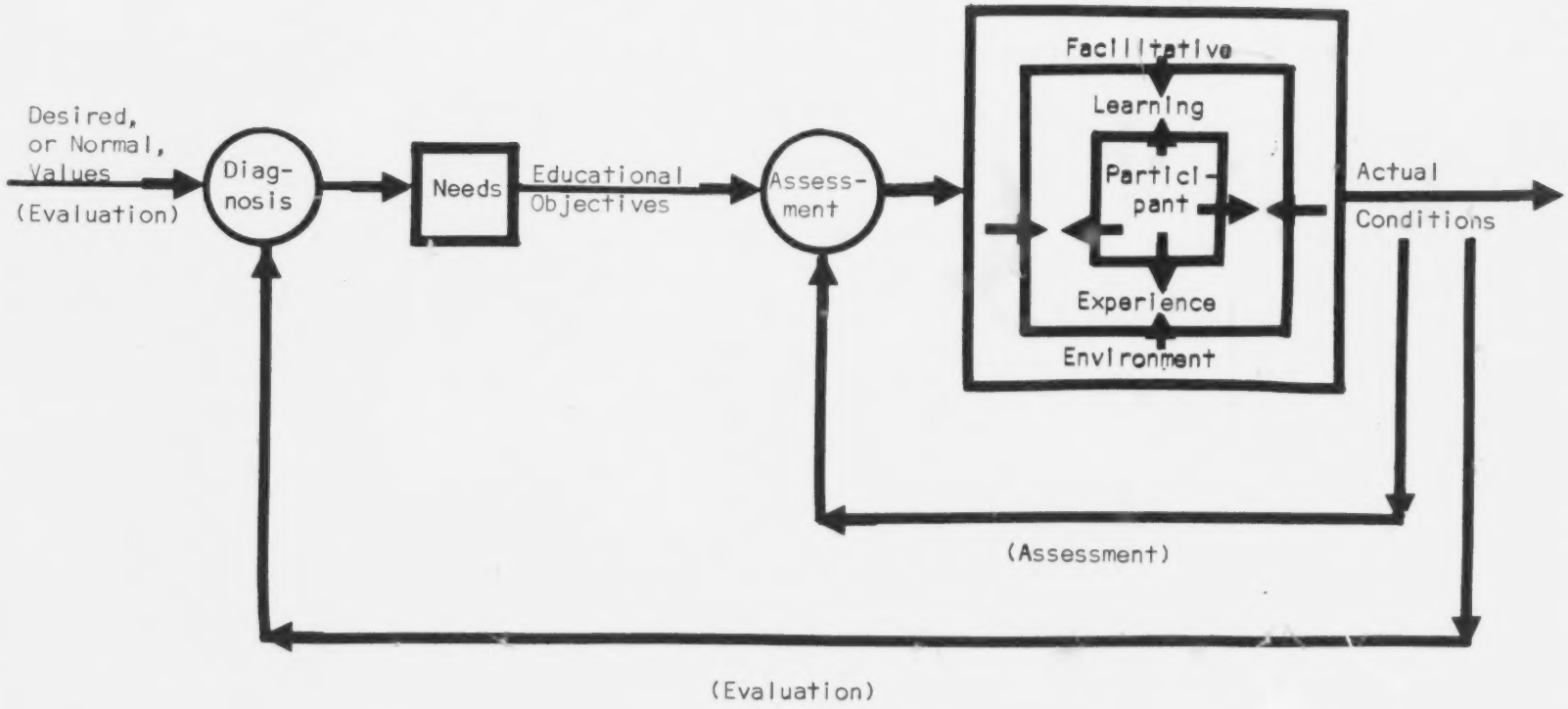

Figure I-1. A Conceptual Model for Adult/Continuing Education

Definitions for Key Model Elements

Appraisal: The process of reviewing values, needs, objectives, and learning experiences.

Assessment: (1) The process of measuring movement toward a specific objective. (2) The process of measuring the relative effectiveness of a given educational program to meet a specific set of objectives.

Diagnosis: The process of determining needs and establishing objectives.

Evaluation: (1) The process of judging the relevance of a given set of desired, or normal, values to existing environmental conditions. (2) The process of judging the appropriateness of specified objectives for meeting a given set of needs.

Facilitative Environment: The factors and their interactions that contribute to the attainment of a learning experience.

Learning Experience: A set of interactions between a participant and a facilitative environment that results in progress toward an educational objective.

Need: The set of conditions that results from a discrepancy between desired, or normal, values and an actual state of affairs.

Objective: A desired end result that is expected to meet a specific set of needs.

Participant: An individual who is engaged in a learning experience.

The identification of educational needs is determined by a diagnosis of the condition of the learner in relation to desired or normal* values. Educational objectives are established according to these needs, and a course of action to meet these needs is initiated. In attempting to achieve his objective(s), the learner interacts with an environment that facilitates a learning experience. Feedback processes are used to determine if learning has occurred, if objectives have been met, if objectives were appropriate, and if educational needs were relevant. A preview of the definitions for key elements of the model appears on page I-7.

PART IV. RECOMMENDATIONS FOR COMPLETION: Recommendations for the completion of the manual of adult/continuing education terminology, based on observations and outcomes of this feasibility study, are presented. These recommendations are that

(1) there be expanded interaction between the Office of Education and professional practitioners of adult/continuing education;
(2) further work should proceed with as little delay as possible to take the best advantage of the working relationships developed in this phase;
(3) the use of a modified Delphi process° be considered; and

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*"Normal" is used throughout this report in the sense of referring to a norm. The term therefore denotes what is, not what ought to be (as decided by some authority). See page A-13 in Appendix A for an analysis and definition of "norm."

°A complete description of our Delphi process appears in Appendix C.

(4) any future work be considered in the context of an integrated data system for the entire field of education.

PART V. APPENDICES:

Appendix A -- a description of our process for the analysis of terms and development of definitions. This section is designed to indicate the type of intensive analysis that must be undertaken in the next step* of the efforts to develop a handbook of terminology.

Appendix B -- a partial list of the terms accumulated during the project that may be relevant to the field of adult/continuing education.

Appendix C -- a detailed description of the Delphi process used in this project, its operation and outcomes.

Appendix D -- acknowledgments.

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*See footnote on page I-3.

PART II

PROJECT DESCRIPTION

Cooperation and Communication in
an Unstructured Environment

II

CONTEXT

The Office of Education has supported a continuing effort to establish standards for educational records and reporting systems by sponsoring the publication of the State Educational Records and Reports Series. Each handbook of this Series was "developed cooperatively to facilitate and improve the collection, maintenance, and reporting of educational information." The original projection was that the Series would consist of four handbooks. The first handbook in the Series, *The Common Core of State Educational Information*, was published in 1953, followed by the publication, in 1957, of Handbook II, *Financial Accounting for Local and State School Systems*, and the publication in 1959 of Handbook III, *Property Accounting for Local and State School Systems*.

In 1964 and 1965, what had once been envisaged as the handbook on personnel became two handbooks: Handbook IV, *Staff Accounting for Local and State School Systems*, and Handbook V, *Pupil Accounting for Local and State School Systems*. By this time, no one any longer thought that these five handbooks would complete the Series. As early as 1959, preliminary work on Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, had begun. This handbook was published in 1971. Latterly, Handbook VII, *The State Education Agency: A Handbook of Standard*

Terminology and a Guide for Recording and Reporting Information about State Education Agencies, was released in November, 1971.

Two more handbooks are now being actively developed. One deals with community characteristics, and one addresses the complete field of adult/continuing education. This document reports on the latter.

The development of the State Educational Records and Reports Series has led directly to the recent announcement by the Office of Education's National Center for Educational Statistics of plans to develop a Common Core of Data for the '70's. CCD-70 is perceived as "an integrated system of educational statistics for federal, state, local and institutional planning and management." This goal reflects and, in fact, is an extension of the objective of this handbook series to provide the logical structures and standardized definitions necessary for accurate and consistent recording, reporting and interpreting of local, State and national educational information. Thus the historical development of the handbook series indicates an evolution of concern from elements of the educational system, (*e.g.*, property, staff, pupils, finance, curriculum), to a concern for complete systems of education (*e.g.*, the project concerning adult/continuing education of which this document is a part), to a concern for an integrated reporting system on all forms of educational activity (*e.g.*, the proposed Common Core of Data for the '70's).

Problem Recognition Concurrent with the growth in scope and content of the series, the number of practitioners the Office of Education felt it was both practical and necessary to involve in the developmental processes has also increased. The desire for maximal field involvement and the desire to extend the handbook series to relatively unstructured dimensions of education indicated that new interactive processes had to be developed and explored. If a group is to work in an unstructured problem area, the first task must be to create a common understanding of what is desired. Specifically, to develop solutions, well-defined questions must first be formulated. Cooperative problem-solving cannot take place until a group reaches agreement as to what the problems are. Effective communication processes for making explicit the differing implicit assumptions and expectations of individuals are therefore necessary. Until implicit assumptions and values are made explicit, they remain a potential and likely obstacle to a group's problem-solving behavior. Once explicit, however, they may be cooperatively considered.

Only following such a process of working together in an unstructured environment to develop clearer understanding and better problem articulation can problem-solving itself take place. Therefore, in extending the scope of the handbook series to the complete system of the newer and less formalized field of adult/continuing education, the actual interactive processes of handbook development have assumed new importance for successful handbook completion.

Cooperation A primary impetus for the development of new cooperative processes has been the Office of Education's desire that this feasibility study make extensive use of professional practitioners in specifying the scope of adult/continuing education, creating a classification model, and choosing and defining terminology. This desire is both explicitly stated in the contract specifications and is implicit in the requirement that the study deliver a preliminary draft manual about adult/continuing education terminology based on actual word usage within the field. As documented in the following pages of this report, the project's National Advisory Committee and the various professionals and professional groups participating in the project have expressed similar strong desires to maximize their involvement in the developmental process. We also felt that large-scale involvement of users of adult/continuing education terminology in the developmental process was appealing, because the final product is then more likely to be useful and acceptable.

PARTICIPANTS

Four groups have actively participated in this feasibility study: the Office of Education, Systems Management Corporation, a National Advisory Committee and various professional practitioners.

As the funding agency and contract sponsor, the Office of Education has participated through two elements: the Project Monitor and the Office of Education Standing Committee. The Project Monitor, Dr. W. Dale Chismore, has been an active participant in all phases of the study and has contributed technical assistance and support

to the project while serving as the liaison between Systems Management Corporation and the Office of Education Standing Committee. The Standing Committee consists of eight members appointed from various Office of Education branches concerned with adult/continuing education. Its role has been to ensure that the project meets the Office of Education's needs by serving in an advisory/counseling capacity to the Project Monitor and by serving in a review/approval capacity to Systems Management Corporation.

As the Contractor, Systems Management Corporation has been responsible for the development and implementation of all project operations. We have therefore been responsible for the development and maintenance of the necessary interactions among the various project participants. By contract design, our function was primarily that of collecting and organizing information. In fact, our major function soon turned to trying to structure a relatively unstructured field so as to satisfy the diverse sets of needs. As a result, we had to recognize and maintain an awareness of the familiar patterns of thought and behavior of the major project participants; we had to identify the various needs of each of these participant groups; we had to develop and conduct processes that would impel cooperation; and we had to ascertain that both the explicit and implicit needs of all major project participant groups were addressed. We were the integrating force of the project and are responsible for its outcomes.

The National Advisory Committee consists of eleven professional adult educators who represent a wide range of experience in adult/continuing education. They were appointed by the Office

of Education to represent the field of adult/continuing education and to serve in an advisory and counseling capacity. Specifically, by contract design, the National Advisory Committee was to play a major role in all three phases* -- planning, development, completion -- of the study. This role was assured by having each phase organized around a conference that included the Contractor, the National Advisory Committee, and the Project Monitor so that the project's orientation, emphasis, and the completed study itself would adequately reflect the various points of view. The importance of the National Advisory Committee is reflected in the HISTORY section of this Part.

The remaining participants include the adult/continuing education professionals who have been project consultants; the twenty-four adult/continuing education professional organizations with whom we initiated contact; and approximately 100 professional practitioners who have given their time and effort by participating in the Delphi process for defining terminology.

OBJECTIVES

The objectives of the project were provided through Office of Education contract specifications and through suggestions from our National Advisory Committee. Originally, most objectives were product-oriented and were representative of a desire on the part of all participants to organize and define the terminology of

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*See footnote on p. I-3.

adult/continuing education. At the same time, however, the participants placed different emphases on the dual purposes that the preliminary manual was meant to serve: information needs and communication needs.

These differences were manifestations of the implicit expectations about the manual's purpose. Those who saw the project as primarily an attempt to meet information needs felt that the chief objective was to develop a comprehensive data structure. Their major concern, therefore, was with the identification and classification of information categories. They felt that a structure should first be developed that could provide the framework for answering such questions as:

(1) How many people participate in adult education?

(2) Who are the sponsors of adult education?

(3) What relationships between adult education and occupational movement exist?

(4) What are the characteristics of those who participate in adult education?

(5) What are the relationships between various kinds and forms of adult education and various types of participants?

(6) What are the financial resources that support adult education?

On the other hand, those who saw the project as an attempt to remedy the general communication problems of adult/continuing education felt that the primary purpose of the project was to develop acceptable definitions for the terminology used in adult/continuing education. For example, "adult" is defined as "an individual who either assumes the roles and functions of a

responsible and mature member of society or has reached the chronological age of adulthood specified by law."* A common understanding of the meaning of the term is facilitated, but to collect data using the information contained in that definition requires some clarification or explication of what is meant by "responsible" and "mature."

The contract itself had as its primary objective the satisfaction of both the information needs and the communication needs: namely, "the development of a preliminary draft of a manual of acceptable classified (information) and defined (communication) terms, organized in a logical manner (information) which are essential to describing (communication) the various aspects of the adult/continuing education spectrum." ° The duality, therefore, involved whether the emphasis was to be on the creation of an information structure or on the resolution of communication problems in the large body of adult/continuing education vocabulary, especially that segment that is not intrinsically data oriented. These emphases are not essentially antithetical, of course, but initially the differing perspectives that they represent created great dissonance and artificial separation.

Further evidence of the dual objectives the project was meant to serve can be seen in the following display of objectives expressed during the initial phase of the project:

Information Objectives

(1) To help provide standard terminology that will "serve

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*See Appendix A, p.A-3 for a full analysis of the term, "adult."

°This quotation is taken from the Office of Education's request for proposals, but we have added the parenthetical notes.

as a guide for collecting, interpreting and disseminating information" regarding adult/continuing education.

(2) To serve as a framework for statistical data and for agreements not now available so as to facilitate "adequate program development, monitoring and evaluation."

(3) To provide "guidance for developing a refined handbook" that would provide national standards for adult/continuing education terminology.

Communication Objectives

(1) To serve as an articulate vehicle that will aid in effecting recognition and in the establishment of governmental policies that will benefit adult education.

(2) To facilitate discussion in the topic by people of diverse backgrounds and needs and to expedite communications about the area among the groups involved in adult/continuing education.

(3) To provide a compilation of terminology suggesting definitions or alternatives where precise terms and definitions cannot be established at this time.

At the very beginning of the project, the National Advisory Committee expressed the hope that in developing a preliminary manual of terminology, standard definitions would not be imposed

on the field, the classification structure would be flexible, and precedence would not be a limiting referent. The primary need of the field of adult/continuing education, as reflected by the National Advisory Committee, was for a commonly accepted vocabulary that would facilitate communication. We were advised that that vocabulary could be developed only through extensive field involvement and interaction, which would assure that there would be no arbitrary imposition of terminology.

At the same time, the Office of Education had specified a need for a product that would fit the pattern of earlier efforts to standardize educational terminology and would therefore facilitate its data collection activities. The Office of Education also required that the developmental process be a cooperative one making extensive use of professional practitioners.

The participants' differing expectations about the project were compounded by a lack of structure and by the lack of opportunity for all participants to be together for sufficient time clearly to formulate mutually agreeable goals. The failure of the Office of Education, the National Advisory Committee and the project staff to spend the necessary time together resulted partly from the project design specified in the contract and partly from our underestimation of the import of the differing expectations that existed throughout the planning and development phases. Although these differences caused misunderstanding, only through the process of working with them and the role explication they demanded could implicit needs be translated to explicit project objectives.

HISTORY

This section contains a detailed description of the operational dynamics of the project. We feel it illuminates the ideas and attitudes presented earlier and that it is especially necessary to an understanding of our recommendations.

Planning Phase Our contract with the Office of Education was signed on 29 June 1970. The next several weeks were then spent preparing for the first conference of the National Advisory Committee. The following conclusions, which are taken from the minutes of that conference, illustrate the expectations that then existed:

1. The specific objectives of this project are:

   a. To develop a categorical framework that can be used to define the entire field of adult/continuing education;

   b. To use this categorical framework to describe and define the field of adult/continuing education;

   c. To determine developmental priorities with regard to categorizing the terminology of adult/continuing education; and

   d. To develop a preliminary manual of terminology that defines and describes the framework that reflects the field of adult/continuing education, as well as the major components of each categorical dimension.

2. Our conceptualization of the scope, content, and organization of the preliminary manual of terminology

is indicated in the objectives for this project that we have set forth. Specifically, the scope of the manual is the entire field of adult/continuing education in terms of broad categorical descriptions and definitions. The content of the preliminary manual will include, in addition to definitions and descriptions of the categorical dimensions, definitions and descriptions of the major structural components of those dimensions. The organization of the manual will be based on the following categorical dimensions, which together comprise our present categorical framework for the field of adult/continuing education:

a. Clientele
b. Content
c. Environment
d. Methodology
e. Needs
f. Philosophies
g. Policy-making
h. Practitioners
i. Sponsors.

3. In establishing operational procedures for the conduct of the project and the attainment of our objectives, consideration must be given to the respective roles and inputs of:

contractor and staff,
Office of Education Project Monitor,
National Advisory Committee,
Office of Education Standing Committee,
project consultants,
specialist groups, and
resource sources.

We perceive the roles of the National Advisory Committee, the Office of Education Standing Committee, consultants, and specialist groups to be primarily advisory. We consider inputs from these sources to represent most effectively existing patterns of thought and perspective. In situations of clear concensus among these input sources, we will consider their conclusions as equivalent to policy. In more contradictory situations

among these input sources, we will assume and maintain decision-making responsibility. We perceive the Project Monitor as liaison between the contractor and the Office of Education Standing Committee and consider that role as instrumental to us in fulfilling our decision-making responsibility. That is, the Office of Education Standing Committee will also function as arbiters in situations that necessitate such a function. Finally, the responsibility to identify and utilize resource sources rests with the contractor, and it is also our responsibility to coordinate the interaction among these cooperating elements of the project, to seek their advice and assistance, and to ascertain that we hear them clearly.

4. We perceive the following potential and expected problems:

a. The constant change that characterizes the field of adult/continuing education increases the difficulty of describing and defining the field accurately. We propose to deal with this problem by reflecting in the manual the pervasive flux and transitional nature of the field.

b. Coordinating our efforts with other previous and on-going similar efforts will also be difficult. We can avoid the misfortunes of duplication and omission, however, through diligent and thorough research that sensitively incorporates careful communication with all elements of the system.

c. A third major problem that we perceive is obtaining agreements regarding our efforts, decisions, and conclusions from segments of the field and from cooperating elements of the project. We will attempt to resolve this problem by maintaining and facilitating sensitive communication channels, by conducting in-depth analyses of apparent disagreements and discrepant perceptions, and by judiciously exercising our decision-making prerogatives.

d. The need to maintain an openness to diverse inputs is a difficult requirement when considered against the reality of our own inherent biases

and differential perceptions. We will avoid the tendency to filter inputs unfairly by relying heavily on the perspective of a wide range of knowledgeable people in the field, including the individual members of the National Advisory Committee and executive officers of the national professional associations.

e. Selection of an optimum direction for our efforts is another difficult problem, a solution to which will be facilitated by our openness and sensitivity to the perspectives of those advising us.

f. Another major problem that we must confront is the need to develop standard terminology that retains flexibility. Solutions to this problem include the use of synonyms for standard terms and the inclusion of supporting terms to modify standar terms differentially.

g. Another problem with which we will frequently be faced is the need to separate philosophy from practice in defining certain terms. Many, if not all, of the terms with which we will be concerned reflect both a practice and a philosophical basis for that practice. A solution to this problem will be facilitated by our sensitivity to it and by our reliance on our advisors, particularly the Office of Education Standing Committee, for guidance.

h. "Marketing" the manual effectively has also been recognized as a significant problem. No matter how excellent or laudable the manual we produce might be, if it is not used by those for whom it has been designed, it is of little or no value. We therefore propose to ascertain its effective utilization by directly involving as many potential users as possible in the development of the manual, by helping to develop numerous efforts to publicize widely its existence, and by consulting with the Office of Education regarding the development of effective dissemination activities.

Contract specifications then required that the next two months be devoted to the development of a preliminary background study. This study was "designed to highlight the problem" and was expected to "provide a review of the terminology in adult/continuing education today, the extent of agreement on terminology in the field and to raise the basic issues which may be anticipated as the project develops." The contract went on to state that "the study should be sufficiently informative to provide substantial guidance for preparation of the preliminary draft of the manual." The contract further specified that the preliminary background study contain, "as a minimum: a glossary of basic terms; an illustrative classification of terms; illustrative definitions; a bibliography emphasizing articles or other sources which deal with the specific issue of terminology; and a preliminary roster of specialists who might be engaged as the project requires."

During this time, an extensive list of terms that appeared to be candidates for inclusion in the preliminary manual of terminology was collected. The background study was submitted to the Office of Education and to the National Advisory Committee for consideration at the second conference scheduled for early December. Conclusions presented in the Preliminary Background Study were reported as follows:*

> **The conclusions we have reached in the preliminary background study largely support the proposals we originally submitted to the government in expressing our**

---

*Victor C Gideon, Louise M. Homer, Nelson A. Pepin, and Michael R. Sutherland, *Why Carry the Donkey?: Problems of Knowing and Communicating in Adult Education*, Systems Management Corporation, Boston, (1970), pp. 24-25.

desire to develop a preliminary manual of terminology about adult education. Specifically we proposed that:

(1) Standardized terminology does not yet exist in the field of adult education, and this deficiency is often seen as a serious impediment to the further growth and development of the field.

(2) Efforts to develop a standardized terminology for adult education must be characterized by unyielding attempts to provide and to maintain a critical level of flexibility of terminology and inbuilt mechanisms for self-renewal of the terminological system.

(3) Terms must be defined with a primary concern for the manner in which a given definition will facilitate or hinder data collection, treatment, and analysis.

The conclusions we have reported here, however, impel even more significant consideration than those we originally proposed. Specifically, our research has impelled the following conclusions:

(1) A manual of terminology about adult education must consist only of terms that reflect the actual present state of the field;

(2) the manual must allow variable and differential utilization of the terms it presents;

(3) a manual must directly facilitate the attempts of the government to collect needed data and to conduct exploratory analyses, while at the same time facilitating the efforts of the private sector to conduct needed research and confirmatory analyses;

(4) the organization of the manual must not be based on a single classification scheme that potentially restricts the number of possible

perspectives of the field and the concomitant kinds of utilization of the manual.

This last conclusion is a major concern of adult education practitioners, of the Office of Education, and of us. We are convinced that no classification scheme will be developed under reasonable circumstances that would enjoy the support of everyone concerned. Therefore, we intend to select and use categories that, as a set, meet at least the following criteria:

(1) exhaustively inclusive,

(2) sufficiently concrete to reflect basic dimensions of the field, and

(3) sufficiently abstract to allow for flexibility.

The categories will be organized to form a multilevel classification scheme providing for multi-entry utilization. That is, since each category will be presented in terms of every other category, several classifications will result from the same set of categories. Furthermore, several relevant characteristics of the ERIC system will be applied to our approach, particularly the rotated display concept.

Robert Craig[1] has suggested using only three categories: needs, methods, and resources. The National Institute of Adult Education in London uses a facet classification scheme involving five categories: "(1) the kind of persons being educated *i.e.*, educands; (2) the methods or problems of their education; (3) the country where the work is carried out; (4) the organization doing the work; (5) the form in which the information is presented."[2] At the ERIC Clearinghouse on Adult Education, Roger DeCrow uses a classification scheme consisting of the following categories:[3]

---

[1]Personal Correspondence.

[2]Monica A. Greaves, *A Classification Scheme for Adult Education*, London: National Institute of Adult Education, November, 1962, p. 1.

[3]DeCrow and Grabowski, *Research and Investigation in Adult Education (1969 Annual Register)*, ERIC Clearinghouse on Adult Education, 1969.

information sources
philosophy
legislation
finance
studies and planning - local level
studies and planning - national level
history
biography
adult education as a field of study
adult learning characteristics
program planning and administration
learning environments
instructional methods
curriculum materials
instructional devices
learning facilities
personnel and staffing
evaluation
education of particular groups
program areas
professional, technical continuing education
management and supervisory development
labor education
occupational training
home, family, parent education
arts, crafts, recreation
cross cultural education
institutional sponsors
international perspective in adult education

The first of these schemes fails the second criterion previously listed; the second scheme fails the first criterion; the third scheme fails the third criterion. We intend to use the following set of categories, which we feel meets the criteria we have stipulated:

content
environment
methodology
needs
participants
philosophy
sponsors

Development Phase The major activity at the second conference of the National Advisory Committee was the restructuring of the preliminary structure that had been developed at the first meeting. The second major outcome of this second conference was a strong influence on the process and the product of this project. In the minutes of the conference, the following considerations are reported.

> (1) Do we in adult education consider ourselves a part of the whole "family of education," or do we hold ourselves "unique and separate?" And therefore,
>
> (2) Are we defining our terms within the continuation concept of education and inclusive of those terms already existent in the total field, or are we only defining terms unique to the field of adult education and/or emphasizing the separation of adult education from the total field of education? Or is it a combination process?
>
> (3) At what point of common usage would a word be included in the manual? Do we want a manual where the input is very early (and how early), or should we wait until a term becomes established? How do we indicate the difference?
>
> (4) Are synonomous terms listed separately, or are they included under the term in most common usage?

After discussion on these questions, the following correspondent attitudes seemed to prevail:

> (1) The field of adult education should view itself in terms of the total field of education. The total field should be enriched by the experiential inputs that the field

of adult education has to make. This project affords an opportunity to legitimatize the concept of continuing education or life-long learning for the total field.

(2) It would be prohibitively difficult to isolate terms unique to adult/continuing education in terms of valid data collection. The determination of terms to be included in the manual would have to be a combination process. Major sources to be used in selection will be existing dictionaries of education and journals of education, along with terms contributed by specialists in the field of adult education.

(3) Terms should be included at a very early stage of use. Whether these terms are data base terms or new and not fully established can be indicated in the indexing schema (much like the ERIC *Thesaurus* schema of "broader term," "related term," and "narrower term"). It should be the aim of the project to be as open-ended and flexible and innovative as possible.

(4) By listing synonyms under a common term, the manual would imply that one term (the heading) was preferable to the others listed as synonyms. Usage is not only based on popularity but on geographic location and ideological attitude, and it should not be the purpose of the manual to dictate correct usage by isolating one term to be primary and the others to be synonymous but secondary. The multiple-indexing scheme allows for the individual inclusion of all terms without implying preferential order.

Following a lengthy discussion on the value of categorization and on the relative merits of the specific categorical dimensions that had been suggested, the Committee decided:

(1) to eliminate Content as a separate category;
(2) to change Environment to Supportive Services;
(3) to put Supportive Services and Sponsors in a new category called Facilitation;
(4) to replace Methodology with Learning Experience;
(5) to add Evaluation as a separate category.

The final list of categories was reduced from the originally proposed seven:

content
environment
methodology
needs
participants
philosophy
sponsors

to the following six:

evaluation
facilitation
learning experience
needs
participants
philosophy

The original contract specifications called for the formation of a specialist panel for each of the several categories. Each panel was then expected to meet for a period of time to define a number of terms within a given category. By December, it had become apparent that this process was not sufficiently responsive to the advice and counsel of the National Advisory Committee for full field involvement. It was also becoming apparent that far too little interaction with members of the Office of Education had taken place. For the next several weeks, therefore, we were involved in the design and development of a Delphi process that would allow rather extensive field involvement in the project. We also prepared plans for a conference of the major professional adult education associations in mid-January and a meeting with Office of Education officials at about the same time.

The January 21st Conference, organized primarily for the professional adult education associations, was held for the following stated purposes taken from the minutes of the Conference:

(1) To acquaint the participants with the purpose and the process of the project;

(2) To determine the desired kinds and desired levels of involvement of the participants in the project in relation to that needed with regard to:

(a) information resources;

(b) promoting acceptance and use of the manual of terminology.

Of the organizations invited to attend, seven were represented. The Project Manager began by giving an introduction to the project and briefly described the progress of the project to date. He was followed by members of the National Center for Educational Statistics in the Office of Education who discussed the handbook series and the importance of standardization of terminology in terms of the field of adult/continuing education and this project. Other speakers included a representative from the National Advisory Committee, a representative from the project staff, and recognized authorities in the field of adult education. The topics they covered included: the purpose of a manual of terminology; the function of a National Advisory Committee; the manual as a communication tool; the ambiguities of the project; and the changing nature of adult education. When the speakers concluded, those attending formed six workshop groups based on the six categories of the classification scheme that then existed.

On January 22, the project staff met with the Project Monitor, the Office of Education Standing Committee, and other Office of Education personnel concerned with the project. We had requested the meeting to afford an opportunity to the members of the Standing Committee to present any questions or concerns they might have

regarding past and projected work to the project staff directly. Three major issues became apparent during the course of this meeting:

- The first issue was a difference of perspective among some Standing Committee members regarding the appropriate focus for the development of the manual. Some felt that emphasis should be on the definition of terms; the majority felt that the emphasis should be on the development of a conceptual structure within which to classify the terms.
- The second issue was expressed concern with the validity of the categorical scheme that had been developed.
- The third issue, expressed by one member of the Committee, was concern with what appeared to be little substantive progress toward the development of a concrete product.

The Project Manager addressed all these issues, emphasizing that a successful product results only from careful and intensive attention to the development of the process by which production will result.

The classification scheme and the Delphi technique were described in detail and discussed at length. At the close of the meeting, the participants felt generally that concerns had been addressed satisfactorily and that a clearer understanding of the needs and objectives of both parties had been achieved. On request, the members of the Standing Committee agreed to submit to the project staff lists of terms that they felt needed to be given priority in the defining process to facilitate their data collection efforts.

From February through April, a Delphi process was conducted. A detailed description of the operation and its outcomes appears in Appendix C.

Conclusion Phase At the conclusion of the Delphi process, a draft of the preliminary manual of terminology was prepared and disseminated to members of the National Advisory Committee and officials of the Office of Education in preparation for the third and final conference of the National Advisory Committee in mid-May. At that conference, members of the Office of Education expressed dissatisfaction with the structure presented in the draft manual. They said that it was too loose to satisfy their data collection needs. At the same time members of the National Advisory Committee expressed enthusiastic approval of the process that was developed during the project. The major issue at this conference became: product or process -- where do the priorities lie and to what degree? The following points were made during this three-day conference:

- The draft manual is a preliminary document, and the term "preliminary" apparently needed clearer definition and stronger emphasis with regard to the expectations of all parties involved.
- The Delphi process used in the project was the best technique for field survey but in any future use would need considerable polishing and refinement.
- The unedited consensual definitions resulting from the Delphi process presented in the draft manual were unacceptable as an end product. However, the inconsistencies, ambiguities, and inadequacies of many of the definitions do provide a reflection of current usage in the field.
- Because of the preliminary nature of the manual, the research information provided by the Delphi process regarding usage of terms was felt to be of more value than the final definitions resulting from the process.

- Since the field of adult/continuing education is so vast and encompassing, any effort to classify and define it could be considered a preliminary effort in developing a conceptual structure for the total field of education.
- Given all of the preceding observations, all participants agreed that this project best be considered a feasibility study and that emphasis be shifted from product to process.

As a result of the Completion Conference of the National Advisory Committee in mid-May, it became evident that further refinements and developmental efforts would be required to meet the contract specifications fully. Subsequently, a time extension was requested and granted.

In the weeks following the May conference, discussions were held with personnel from the Office of Education and with individual members of the National Advisory Committee. At the same time, we undertook an intensive analysis of our previous activities, and the results of that analysis and the extensive product development it supported are exemplified by the ideas and results of this report.

OUTCOMES

The outcomes of this study are suggested structures and processes to facilitate the solution of the information and communication problems we were asked to solve.

Information PART III of this document is a suggested structure for the preliminary manual of terminology. It is the major outcome in the information problem area.* We believe that the conceptual structure as developed to date is exhaustive, consistent and logically organized. These properties make it possible to use the model as a base from which any desired data format may be developed. PART III also clearly indicates those parts of the manual and of the conceptual structure that we consider in need of further refinement.

Communication The main result of the project in the area of communication° has been the adaptation and testing of the Delphi technique as a method to maximize field interaction while also maximizing the potential acceptability and exhaustiveness of the final product. The demonstration of the soundness and the general acceptance of such a feedback technique by professional practitioners is of intrinsic value. Moreover, it has increased their access to and influence over the development of the manual many times beyond what most other methods allow. These properties of the Delphi process fulfill the two primary requirements discussed earlier: (1) that, as a process, the feasibility study should be highly interactive with the field, and (2) that, as a product, the manual should reflect real word usage yet still readily accommodate data collection needs.

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*See pp. II-9 ff.

°*Ibid*

CONCLUSION

The emphasis by the Office of Education on the need for a standardized terminology to facilitate data collection and the emphasis by the National Advisory Committee reflecting the need of the field for an improved common vocabulary reflect different priorities. This difference of priorities implies a difference of values. In addressing a task that is viewed with different purposes by participating components, the tendency to polarize is a common danger. That tendency is reinforced by an ambiguity that usually characterizes such tasks.

Expressed in other words, the requirement to develop a preliminary manual of terminology about adult/continuing education is a requirement to structure an unstructured situation. As long as a commonly accepted structure does not exist, ambiguity will prevail. Furthermore, any effort to develop a structured pattern will be plagued by tendencies to premature closures -- inappropriate but tempting structures that appear to meet most needs and constraints but do not.

All of these factors together -- implicit value differences, ambiguity, premature closure -- result in noticeable turbulence usually felt as anxiety and frustration. Unless some facilitating force intervenes, this set of conditions will continue, the turbulence will eventually turn to conflict, and the entire effort will be stymied. As the contractor, we were responsible for serving that function. Our responsibilities included maintenance of an awareness of differing needs, acceptance of ambiguity, avoidance of premature closure, and explication of roles.

Structuring an unstructured situation is primarily an exercise in pattern recognition. Pattern recognition is a process of concept

formation in which ambiguity must be reworked like an amorphous piece of clay until a distinct shape begins to emerge.

Thomas S. Kuhn describes this process in the *Structure of Scientific Revolutions* (University of Chicago Press, 1970). He points out that in the scientific world paradigms such as the atomic table or Newton's set of physical laws develop from a preparadigmatic stage, not through an emphasis on logic and rational thinking, but rather through an intuitive process that is minimally but critically reinforced by an empirical basis. In fact, the new paradigm is developed in a context that is logically and rationally antagonistic to it.

John Kenneth Galbraith in *The Affluent Society**also discusses this process. He labels the accepted, existing pattern "the conventional wisdom". The process he describes is the same. The development of a new conceptual structure in the context of great ambiguity is a frustrating, anxiety-producing, turbulent activity.

As the chief agent in this pattern recognition process, we were no less prone to misdirection than any of the other elements involved with us. We were eventually able, however, to recognize a pattern that could meet both sets of needs. This success followed our conclusion that we had nearly exhausted the fruitfulness of the extensive participation we had fostered for almost the whole duration of the project. We therefore took it upon ourselves to develop the final structure, maintaining a full awareness of the values of those with whom we had participated earlier (primarily the National Advisory Committee and the Office of Education). That outcome appears in the next Part.

---

*John Kenneth Galbraith, *The Affluent Society*, (Boston, Houghton Mifflin, 1969).

We believe that the extensive interaction we enjoyed with the various participants in this project was essential to the development of a suitable pattern. But the pattern itself can be recognized, accepted, and then promulgated only by a single entity that accepts the responsibility and risks of doing so. We do.

PART III

A SUGGESTED STRUCTURE FOR A HANDBOOK OF TERMINOLOGY ABOUT ADULT/CONTINUING EDUCATION

FOREWORD

[In the final manual of terminology, or handbook, the "Foreword" will contain a synopsis of the complete developmental process. At this point, since the developmental process was so critical, we have described it at length in the preceding Part. The format used in this Part is taken from the format used in Handbook VI of the State Educational Records and Reports Series. It is an incomplete replica and is only intended to suggest a possible shape of the final handbook. Contract specifications state that "to the extent that it will prove to be feasible, the content of the draft shall be similar in format to the Office of Education State Educational Records and Reports Series of handbooks and be relatable to them." Therefore, we have used the most recent handbook, Handbook VI, as our format model. Wherever informational content is not yet available or finalized for a given section, we include a statement in brackets regarding the incompleteness of the section. However, one should keep in mind that this entire Part offers a preliminary, and therefore, incomplete, framework resulting from the first step in the projected development of a handbook of terminology.]

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CHAPTER 1

Introduction

This handbook of terminology about adult/continuing education is the ninth in the State Educational Records and Reports Series. This Series was begun with the publication in 1953 of Handbook I, *The Common Core of State Educational Information.* Handbook II, *Financial Accounting for Local and State School Systems,* was published in 1957; Handbook III, *Property Accounting for Local and State School Systems,* in 1959; Handbook IV, *Staff Accounting for Local and State School Systems,* in 1965; Handbook V, *Pupil Accounting for Local and State School Systems,* in 1964; Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State School Systems,* in 1971; Handbook VII, *The State Education Agency: A Handbook of Standard Terminology and a Guide for Recording and Reporting Information about State Education Agencies,* in 1971; and Handbook VIII, *Standard Terminology dealing with Community Characteristics,* in [ ].

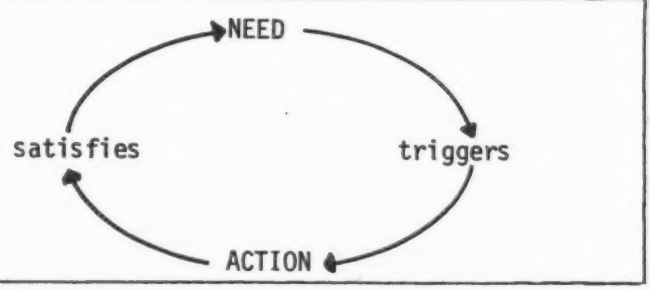
The earlier handbooks in the series each treated a discrete subsystem of the educational system. For example, Handbook II treats the financial subsystem, and Handbook VI treats the curriculum subsystem. Each of the subsystems treated in the earlier handbooks, however, (with the exception of Handbook VII) properly falls within the domain of adult/continuing education. These

subsystems, presented individually in previous handbooks, along with other subsystems and elements not previously treated must be integrated in this handbook to reflect an entire educational system. In the following pages, the conceptual model on which the structure of this handbook is based is described.

CONCEPTUAL MODEL

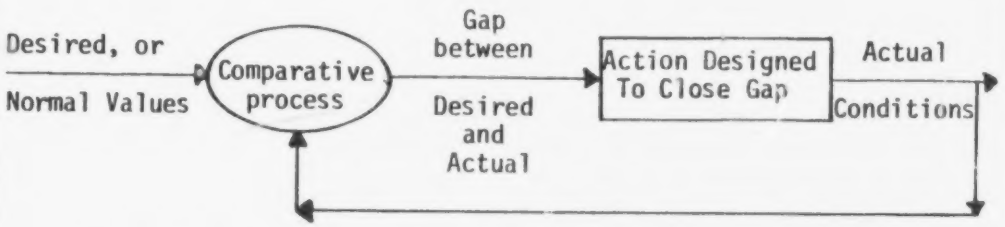
Our conceptual model of adult/continuing education views education as an adaptive process by which new behavior patterns are learned for the purpose of meeting needs. Thus, education takes place as part of a feedback loop in which a need triggers action that, if successful, leads to satisfaction of the original need. This feedback loop, in its most abstract form is shown in Figure III-1 below. Feedback is simply the process by which some part of the output of the system is returned to the input so as to "report" discrepancies between actual and intended conditions and therefore to allow for systemic self-correction.

Figure III-1. Simple Feedback Loop.



If a need is thought of as a gap between some desired state of affairs and the actual conditions that exist, then the feedback loop can be presented in the alternate form as shown in Figure III-2 below:

Figure III-2. Variation of Simple Feedback Loop



This figure displays the four necessary components of any feedback control mechanism:

- a set of standards or norms
- a set of actual conditions
- a comparative process
- a set of prescribed actions designed to adjust the existing conditions to normal or desired conditions.

The model in Figure III-3 reflects these concepts as applied to an educational system. The building blocks of any model of a

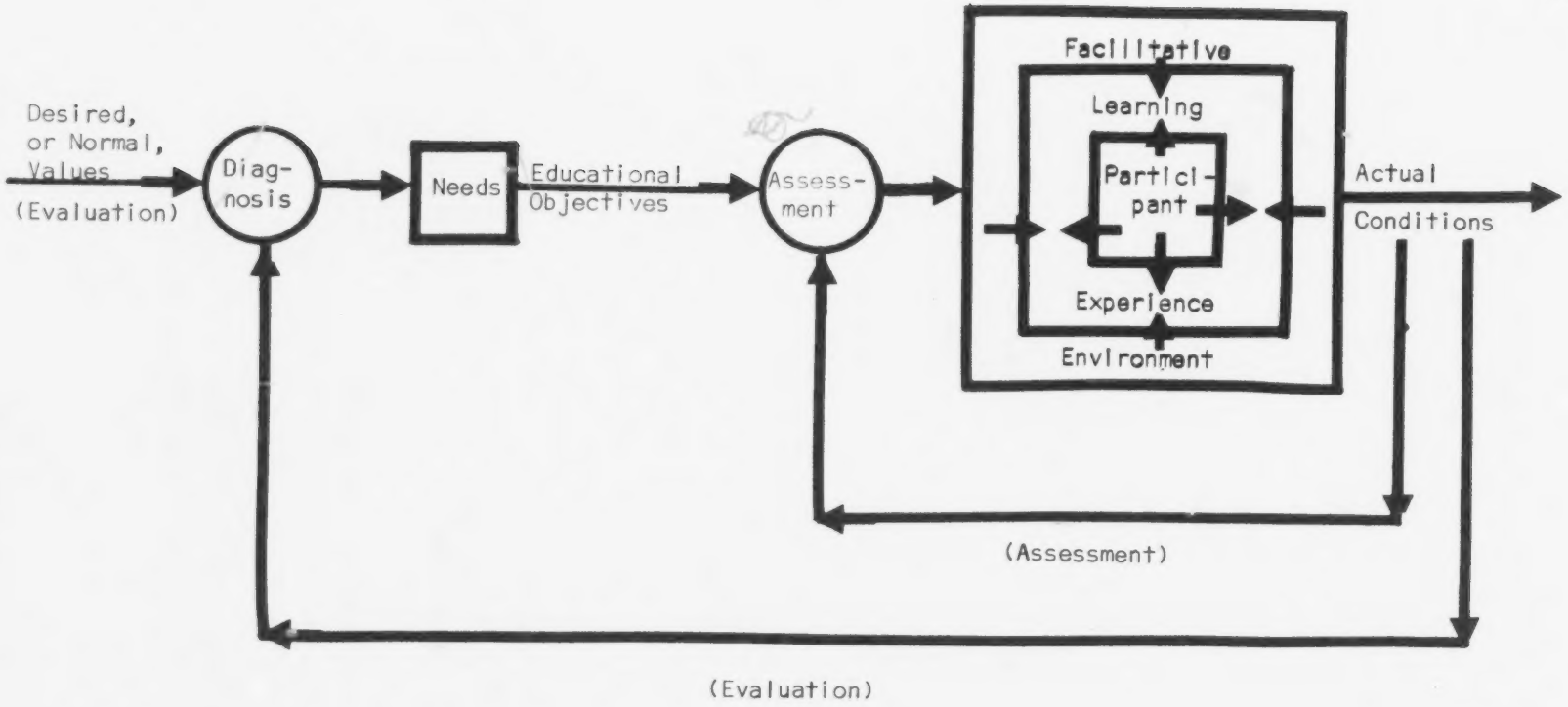


Figure III-3. A Conceptual Model for Adult/Continuing Education

particular system are simply the discernable "actors," environments, and subprocesses that are felt to belong to that system.

The model building process in which we engaged started with extracting clusters of like terms from within the set of 240 terms used in the Delphi process*. The analysis of these clusters facilitated a preliminary delineation of discrete categories of information within adult/continuing education. Extensive structural analysis followed, and eventually this process generated four system elements:

appraisal
facilitative environment
participant
learning experience

The categories indicated by the names of the elements in isolation do not represent a model; only when the interrelationships of the elements are distinguished so that the flows and interactions can be perceived does a model exist. The interactive structure of these elements is displayed in Figure III-3 on page III-4.

Looking at the model, the first assumption is that desired or normal values exist and that they determine decision-rules on which behavior is based or ideals against which actual behavior may be measured. Educational needs are, therefore, dependent upon a set of values and are determined by a diagnosis of the actual condition of the learner. Once educational needs have been determined, objectives can be established. Educational objectives need not necessarily be explicitly specified, however. As long as a need exists, an objective will be operative, even if it remains unconscious. To meet the objective, a participant or learner

---

*See Appendix C.

must interact with a facilitative environment. That interaction may produce a learning experience. The definitions for these three terms, given in the following section, will explicate their dynamics.

Since the primary purpose of the educational system is to meet a need, the major question that must be asked is: "Did the participant have a learning experience that met his need?" To answer this question effectively requires two feedback loops. First, an assessment of the learning experience is required. Second, an evaluation of the validity both of the objectives and of the values on which they are based must be conducted. The process of creating feedback is labeled appraisal. As indicated in Figure III-3, at least three appraisal subprocesses can be recognized:

assessment
evaluation
diagnosis

Appraisal thus includes the perception of discrepancies between actual and desired states, the establishment of objectives, and the double feedback loops of assessment (measuring the attainment of objectives) and evaluation (judging the relevance and appropriateness of values used in setting objectives).

This model then supplies the organizing principle for the identification of categories of information about education. It has facilitated the creation of clear, well-defined, acceptable categories that reflect the structure of the field and the terminology used to describe the characteristics of the field.

Through initial finer structuring and the placement of terminology, the internal consistency and utility of the model has been established.

Structural Content The preliminary classification structure provides four categories of information about adult/continuing education. These categories are analyzed in detail in Chapter 3 and are classified in the following illustrated coding system:

ITEMS DESCRIBING APPRAISAL*	(10 00 00 Series)
ITEMS DESCRIBING FACILITATIVE ENVIRONMENT°	(20 00 00 Series)
ITEMS DESCRIBING LEARNING EXPERIENCE**	(30 00 00 Series)
ITEMS DESCRIBING PARTICIPANT°°	(40 00 00 Series)

Table III-1 on the following page outlines the initial substructuring of these categories.

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*See pp. III-14-23

°See pp. III-24-29

**See pp. III-30-36

°°See pp. III-37-45

Table III-1. Preliminary Substructuring of Major Categories of Information. [The finer structure within these categories must be developed in the continuing steps of this work.]

APPRAISAL

- 11 - Diagnosis
  - 111 - Need
    - 1111 - Type
    - 1112 - Level
  - 112 - Objective
    - 1121 - Type
    - 1122 - Level
  - 113 - Methodology
- 12 - Assessment
  - 121 - Attainment of objectives
  - 122 - Effectiveness of program
  - 123 - Methodology
- 13 - Evaluation
  - 131 - Relevance of values
  - 132 - Appropriateness of objectives
  - 133 - Methodology

LEARNING EXPERIENCE

- 31 - Information Transfer
  - 311 - Content
  - 312 - Mode of Transfer
  - 313 - Context
- 32 - Psychodynamics

FACILITATIVE ENVIRONMENT

- 21 - Sponsor
- 22 - Facilities
- 23 - Personnel
- 24 - Services
- 25 - Finance
- 26 - Other resources
- 27 - Management of resources

PARTICIPANT

- 41 - Scholastic Status
- 42 - Societal Status

DEFINITIONS FOR KEY MODEL ELEMENTS

The definitions for our major category headings were developed through intensive analysis and reflect the interrelationships of the

categories as elements in the conceptual structure. It might be beneficial to retrace a path through the model defining the elements as they are met with the definitions given below.

Appraisal: The process of reviewing values, needs, objectives, and learning experiences.

Assessment: (1) The process of measuring movement toward a specific objective. (2) The process of measuring the relative effectiveness of a given educational program to meet a specific set of objectives.

Diagnosis: The process of determining needs and establishing objectives.

Evaluation: (1) The process of judging the relevance of a given set of desired, or normal, values to existing environmental conditions. (2) The process of judging the appropriateness of specified objectives for meeting a given set of needs.

Facilitative Environment: The factors and their interactions that contribute to the attainment of a learning experience.

Learning Experience: A set of interactions between a participant and a facilitative environment that results in progress toward an educational objective.

Need: The set of conditions that results from a discrepancy between desired, or normal, values and an actual state of affairs.

Objective: A desired end result that is expected to meet a specific set of needs.

Participant: An individual who is engaged in a learning experience.

ADAPTATION OF THE HANDBOOK

The starting point for the development or improvement of an information system is the determination of needs. Needs for information about adult/continuing education should help identify the objectives of the information system; these objectives, in turn, should lead to identification of the items of information required and their priorities.

The categories of information (*Appraisal, Facilitative Environment, Participant, Learning Experience*) presented in this preliminary handbook are sufficiently comprehensive to describe the dynamics of the field of adult/continuing education. In fact, our conceptual model* is applicable to the entire system of education. However, each item of information will not be of equal importance to every local records and reports system, for the information needs of educational data systems vary greatly. A chief purpose of the handbook, therefore, is to serve as a guide to the types of data officials and other concerned individuals may find useful in developing and managing their own adult/continuing education programs.

[In the continuing development of the handbook, concurrent with the further substructuring of each category, an effort may be made to assign each final item of information a "Recommended" or "Optional" status. "Recommended" would indicate that the item is probably basic to any records system, and "Optional" would indicate that the item is probably not essential but may be tabulated at the discretion of local program officials.]

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*See p. III-4.

CHAPTER 2

Collecting and Using Information About Adult/Continuing Education

[When completed, this chapter will rely on a completed classification structure. In the final handbook it will provide guidelines for obtaining and using information about adult/continuing education.]

CHAPTER 3

Classification of Items of Information About Adult/Continuing Education

An item of information, as defined for use in this handbook of terminology, is a descriptive heading suggesting information about adult/continuing education that may be recorded. The items of information are classified according to four categories: *Appraisal, Facilitative Environment, Learning Experience* and *Participant*. The categories are based on the conceptual model presented in Figure III-3 on page III-4.

[The categories have been minimally substructured based on the terms and preliminary definitions accumulated in this step of the project. Finer structuring cannot be accomplished until final definitions are obtained in the next steps based on controlled survey and intensive word analysis (See Appendix A).]

The four major categories accommodate the informational content of previous handbooks of terminology. Samples of items of information relating to adult/continuing education appear under appropriate headings in the structure as examples of category content. These items appear in the structure with page references for their definitions, which are in Chapter 4. The definitions presented in

Chapter 4 are the unedited, consensual definitions resulting from the Delphi process (See Appendix C). Examples of the type of intensive analysis to be performed on the terms and definitions in the next step appears in Appendix A.

[The suggested structure and classification scheme presented here are in a preliminary, incomplete format and are not intended to represent a final form. The format is one of any number of possible classification formats, but our analysis of it and our work with it strongly indicate that this structure could serve as the base for the development of a multitude of data systems relating to adult/continuing education. Any structure developed for adult/continuing education should be able to serve as a base for the development of a data system for the entire system of education. The primary structure developed in this preliminary phase has all the properties of being inclusive of and adaptable to all levels and dimensions of the educational system.]

ITEMS DESCRIBING APPRAISAL 100000 Series

Our conceptual model suggests an information category about feedback. In attempting to organize the terminology relating to the feedback processes, a list of related terms was extracted from the set of terms used in our Delphi process. The list contained:

appraisal
assessment
diagnosis
evaluation

Comparing the Delphi definition of each of these terms with the definitions from a standard dictionary and from Good's *Dictionary of Education*, we were able to extract key words that helped to clarify the distinctions among the terms. Table III-2 depicts how the terms were compared.

Table III-2. Comparison of Feedback Terms.

Term	Delphi key words	Dictionary key words	Measurement of:
Appraisal	evaluation	expert judgment, estimating, deciding	program, experience, activity, achievement
Assessment	movement	official estimate, critical appraisal for the purpose of setting an amount	change
Diagnosis	determining	deciding or determining the nature of	discrepancy, solution
Evaluation	appraisal	ascertain worth, examine and judge relative or intrinsic value	objective, norm

Looking at Table III-2 on the preceding page, the key words for *appraisal* seem to cover a variety of processes, and the term appears to indicate measurement of a variety of items. Meanings associated with *assessment* imply regulating or measuring. A regulated or measured "appraisal" is suggested. The third term, *diagnosis*, seems to be aptly covered by the key word, "determining." The fourth term, *evaluation*, appears to connote "judgment" of worth. With the exception of *appraisal*, each of the terms reflects a distinct denotation. *Appraisal* is the most ambiguous. Each of the key words for *appraisal* interrelates with one of the other three terms. "Expert judgment" relates to *evaluation*; "estimating" relates to *assessment*; and "deciding" relates to *diagnosis*. With regard to that which is measured, *appraisal* accommodates all of the other terms in this respect as well. Therefore, *appraisal* is the most generic term and is the most appropriate heading for this category. *Appraisal* then contains three subprocesses: determining (*diagnosis*), measuring (*assessment*), and judging (*evaluation*). To encompass all of these elements, we define *appraisal* as *the process of reviewing values, needs, objectives, and learning experiences*.

Diagnosis A need exists when there is a gap between some "norm" and an actual existing state of affairs. Therefore, *need* is defined as *a set of conditions that results from a discrepancy between desired, or normal,* values and an actual state of affairs*. Needs are the impelling force behind a learning experience. The first function of *appraisal* is to determine the nature and intensity

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*See footnote (*) on p. I-8.

of the *need* to be addressed and to establish the most probable *objective* for meeting that *need*. We call this operation *diagnosis* and define it as *the process of determining needs and establishing objectives*.

In *diagnosis*, the actual state of a learner is compared to the desired or normal values that prevail. The size of the discrepancy and the nature of the discrepancy create a set of conditions that consciously or unconsciously introduces an imbalance. This imbalance may or may not be perceived.

For example, if an American businessman is transferred to the Paris office by his firm, it is easy for him to see the need to learn French. However, the same businessman, after living in Paris for many months, still might not have recognized a need to learn the French value structure and cultural codes. Both of these needs will eventually produce tension in one or more of his environmental systems; *i.e.*, his business may suffer, or he may become physically ill.

The first function of *diagnosis*, therefore, is to identify *needs* as accurately as possible. Thus, *Need* is the first subcategory under *Diagnosis*.

Different philosophical perspectives of several aspects of the concept of *need* complicate attempts to develop a fine structure for this subcategory. Moreover, many aspects of *need* may not appear to be relevant to data collection but require explication for effective diagnosis. For the present moment, we have suggested two dimensions of *need: type* and *level*. *Type* of *need* may be a useful classification to identify needs according to some typology

such as growth needs and deficiency needs. Similarly, *level* of *need* may be used to organize needs according to some typology such as individual needs, group needs, institutional needs, and societal needs. A variety of other typologies may be applied to either dimension. The development of an appropriate structure for this segment of the classification scheme will depend on the resolution of several very thorny issues.

When a *need* is diagnosed, a course of action, either explicit or implicit, is usually planned and implemented to supply or relieve a set of conditions. An *objective*, then, would be the desired outcome of that course of action or *a desired end result that is expected to meet a specific set of needs*.

If a *diagnosis* reveals an explicit *need* to learn French, the resulting course of action would undoubtedly include the explicit *objective*, to learn French. Establishing *objectives*, then, is the second function of *diagnosis*, and *Objective* is the second subcategory under this heading. As in the case of *needs*, *objectives* may be organized according to *types* and *levels* of *objectives*. For every *type* and *level* of *need*, a parallel *type* and *level* of *objective* may be identified.

A variety of methods may be used to conduct a *diagnosis*. Determination of *needs* and *objectives* may be pursued by means of introspection, projection, interview, clinical testing, etc. A third category of information, *Methodology*, is therefore required. As the information to be included in this category is identified, a finer structure for it will emerge.

As a result of *diagnosis*, *needs* have been identified and *objectives* established. A course of action that promises to provide

a learning experience that will result in progress toward meeting an educational objective must then be selected. Thus, the next function of *appraisal* would be the measurement of relative success in meeting *needs* and *objectives*.

Assessment Looking again at Table III-2 and the explanation on page III-15, the term that most clearly connotes measurement is *assessment*. The Table identifies *assessment* as a "critical appraisal" or review of effectiveness and indicates that it refers to measurement of movement or change. An individual engaged in a course of action needs continuing feedback concerning that course of action. *Assessment* provides feedback by measuring the degree of change toward his objective and by measuring the effectiveness of his action in bringing about desired change. *Assessment*, therefore, is defined as *(1) The process of measuring movement toward a specific objective, and (2) the process of measuring the relative effectiveness of a given educational program to meet a specific set of objectives.* This definition suggests that information about *assessment* may be organized in two categories: (1) *assessment of attainment of objectives* and (2) *assessment of effectiveness of program.* Since many methods of *assessment* may be identified, as with *diagnosis*, a third category of information, *Methodology*, is also necessary.

Evaluation The processes of *diagnosis* and *assessment* provide feedback to answer the questions:

(1) What *needs* exist?

(2) What *objectives* do these *needs* suggest?

(3) To what extent were *objectives* attained?

(4) How effective was the particular program in meeting the *objectives*?

Answers to these questions do not, however, exhaust the feedback process. Although *needs* may have been diagnosed, the existing values or norms on which those *needs* are based should also be appraised. That is, values and norms are a function of a given set of environmental conditions. When those conditions change, values and norms must change. Judging the relevance of a value or a norm to present environmental conditions is therefore an essential element of the feedback process, but it is often neglected.

Moreover, although certain *objectives* may have been established as a result of the *diagnosis* of a certain *need*, the appropriateness of a given *objective* to a given *need* must also be appraised. *Assessment* of the attainment of *objectives* and of the effectiveness of a given program to attain *objectives* does not address the question of appropriateness of *objectives*. That is, our suggested educational model (refer to page III-4) requires asking the question: Are *objectives* appropriate to *needs*?

Thus, *evaluation* is defined as *(1) The process of judging the relevance of a given set of desired, or "normal,"* values to existing environmental conditions, and (2) the process of judging the appropriateness of specified objectives for meeting a given set of needs*. The first definition is an adaptation of the process called "axiology," which is the general study of the nature and types of values and the evaluation of the relative worth of any given set of values.

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*See footnote (*) on p. I-8.

As is the case for the first two functions of *appraisal*, information about the third function, *evaluation*, is organized according to the elements of its definition, with a separate category for *methodology*.

The preliminary structure of the first major category, *Appraisal*, appears in Display III-1 below.

Display III-1. Organization of Information about APPRAISAL.

APPRAISAL [100000 Series]
- Diagnosis
  - Need
    - Type
    - Level
  - Objective
    - Type
    - Level
  - Methodology
- Assessment
  - Attainment of objectives
  - Effectiveness of program
  - Methodology
- Evaluation
  - Relevance of values
  - Appropriateness of objectives
  - Methodology

The suggested structure to organize information about *appraisal* appears on pages III-22 and III-23. Category headings have been numerically coded. Some of the subcategories contain sample terms (in italics) taken from the terms used in the Delphi process*. The format is incomplete, and the placement of terms, very preliminary. We included terms in this sample format merely to provide a broad indication of the possible content of the various subcategories and of the category *Appraisal*. The sample terms do not reflect a finer structuring of this category. Terms that will eventually be organized on different structural levels may appear here together in a single level. We also wish to emphasize that none of the sample terms yet have final definitions. Page references to preliminary definitions and analyses are given, however. Proper placement of terms will be contingent on final definitions. Therefore, the placement of sample terms within this organization structure is subject to change.

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*See Appendix C for a full description of the Delphi process.

Classification of items of information			Page numbers for		
			Delphi Definition	Refined Definition	Analysis
100000	APPRAISAL.....		III-48	III-9	III-14-23
110000	Diagnosis.....		III-55	III-9	III-15-17
111000	Need.....			III-9	III-15-16
	111100	Type			
	111200	Level			
112000	Objective.....		III-65	III-9	III-17
	112100	Type			
	112200	Level			
113000	Methodology				
120000	Assessment.....		III-48	III-9	III-18-19
121000	Attainment of objectives				
	*measure of change**..		III-63		
	learning rate.....		III-62		
	reading level.....		III-68		
122000	Effectiveness of program				
	reliability.....		III-69		
	community change....		III-51		
123000	Methodology				
	credit by examination		III-54		
	data analysis.....		III-55		

*These italicized terms are examples of terms that may be classified as indicated. See the preceding page for a fuller explanation.

Classification of items of information		Page numbers for:		
		Delphi Definition	Refined Definition	Analysis
130000	Evaluation.....	III-56	III-9	III-18-20
131000	Relevance of values			
	norm.....	III-65		A-13-14
	validity.....	III-73		
	historical evaluation.....	III-60		
132000	Appropriateness of objectives			
133000	Methodology			
	systems approach.....	III-71		
	follow-up study.....	III-58		

ITEMS DESCRIBING FACILITATIVE ENVIRONMENT 200000 Series

All elements with which a participant must or might interact to produce a learning experience (refer to definition on Page III-9) are contained in this category. Items describing those interactions also belong here. Intensive analysis of the list of Delphi terms* and the classification schemes of preceding handbooks suggested that information about this category could be organized in seven groups:

- *Sponsor*
- *Facilities*
- *Personnel*
- *Services*
- *Finance*
- *Other Resources*
- *Management of Resources*

The first subcategory refers to the type of *sponsor* of any given educational effort. Unlike compulsory schooling programs, adult/continuing education programs are initiated and supported by an unusually wide variety of sources. Therefore, a discrete category of information is required to accommodate the many types of *sponsors*. *Sponsor* is defined as *an entity that supports and is responsible for a set of interactions.*° Information regarding such entities should be organized in this subcategory.

Facilities includes terms that describe concrete elements, such as property sites, buildings, classrooms, equipment and supplies. Handbook III, *Property Accounting for Local and State School Systems*, already contains much of this information.

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*See Chapter 4 for a full list of these terms and their definitions.

°Refer to Appendix A, pp. A-15-16, for a full analysis of the term, *sponsor*.

Personnel includes terms describing any individual or group specifically employed in the facilitation of a learning experience. "Employed" is used in the sense of "engaged" rather than "hired." This group accommodates all paid *personnel* as well as independent agents and volunteer workers. Handbook IV, *Staff Accounting for Local and State School Systems*, contains much of the information that will be included in this subcategory.

Services includes terms that describe activities designed to assist or benefit a participant during a learning experience. Terms that would be found here include "counseling," "guidance," and "health services."

Finance includes information about all financial matters involved in supporting a learning experience. Much of the information about *finance* appears in Handbook II, *Financial Accounting for Local and State School Systems*.

Other Resources allows for the eventual inclusion of any supportive elements not yet recognized and of those isolated elements not appropriately contained in any of the preceding five information groups.

Management of Resources includes information that refers to the practices and processes of administration and management of the supportive elements described in the preceding categories.

As exemplified by the information groups that comprise it, *facilitative environment* is defined as *the factors and their interactions that contribute to the attainment of a learning experience.**

As reflected in Display III-2, the *Facilitative Environment* category correlates significantly with other handbooks in the State

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*Refer to p. III-9 for a definition of *learning experience*.

Educational Records and Reports Series. Therefore, its present organization is minimally structured to allow for finer integration of the necessary items of information from these handbooks in the next step of development.

Display III-2. Organization of Information about FACILITATIVE ENVIRONMENT.
FACILITATIVE ENVIRONMENT [200000 Series] Sponsor Facilities (Handbook III - *Property Accounting*) Personnel (Handbook IV - *Staff Accounting*) Services Finance (Handbook II - *Financial Accounting*) Other Resources Management of Resources

The suggested structure to organize information about *facilitative environment* appears on pages III-28 and III-29. Category headings have been numerically coded. Some of the subcategories contain sample terms (in italics) taken from the terms used in the Delphi process (See Appendix C). The format is incomplete, and the placement of terms, very preliminary. We included terms in this sample format merely to provide a broad indication of the possible content of the various subcategories and of the category *Facilitative Environment*. The sample terms do not reflect a finer structuring of this category. Terms that will eventually be organized on different

structural levels may appear here together on a single level. For example, "staff" and "teacher" appear together under *Personnel*. We also wish to emphasize that none of the sample terms yet have final definitions. Page references to preliminary definitions and analyses are given, however. Proper placement of terms will be contingent on final definitions. Therefore, the placement of sample terms within this organization structure is subject to change.

Classification of items of information			Page numbers for:		
			Delphi Definition	Refined Definition	Analysis
200000	FACILITATIVE ENVIRONMENT.....			III-9	III-24-29
	210000	Sponsor.....	III-70	III-24	A-15-16
		*institution**.....	III-61		
		agency.....	III-48		
		shop sponsor.....	III-70		
	220000	Facilities (Handbook III - *Property Accounting*)			
		instruction location.....	III-61		
		laboratory.....	III-62		
		library.....	III-63		
		community college.....	III-52		
		skill center.....	III-70		
		audiovisual aids.....	III-49		
	230000	Personnel (Handbook IV - *Staff Accounting*).....	III-67		
		teacher.....	III-71		
		leader.....	III-62		
		coordinator.....	III-53		
		extension agent.....	III-57		
		facilitator.....	III-57		
		resource person.....	III-69		A-15
		consultant.....	III-53		A-6-7
		change agent.....	III-50		
		organization development specialist.....	III-65		
		mentor.....	III-64		
		agricultural personnel.....	III-48		
		agricultural technician.....	III-48		
		staff.....	III-71		
		volunteer.....	III-73		
		paraprofessional.....	III-66		
		supervisor.....	III-71		
		certified trained worker.....	III-50		

*These italicized terms are examples of terms that may be classified as indicated. See the preceding page for a fuller explanation.

Classification of items of information		Page numbers for:		
		Delphi Definition	Refined Definition	Analysis
240000	Services			
	ancillary services.....	III-48		
	student services.....	III-71		
	counseling.....	III-54		
	guidance.....	III-59		
	psychological counseling.....	III-68		
250000	Finance (Handbook II - *Financial Accounting*)			
	cost.....	III-54		
260000	Other Resources			
	community resources.....	III-52		
	citizen population.....	III-51		
	manpower.....	III-63		
270000	Management of Resources			
	administration.....	III-47		
	management.....	III-63		
	coordination.....	III-53		
	curriculum development.....	III-54		
	program development.....	III-68		
	organization development.....	III-65		
	planning process.....	III-67		
	systems approach.....	III-71		
	(see also *133000 Methodology* on p. III-23)			

ITEMS DESCRIBING LEARNING EXPERIENCE — 300000 Series

Learning Experience, as with the other categories in our suggested structure, has a dual aspect: relevance within the specific systemic framework of adult/continuing education and, in a more universal sense, relevance to any educational system. Efforts to define the four major categories of information have been affected by this duality.

"Experience" can be defined as "activity that includes personal participation," with "participation" connoting "acting with others," *i.e.*,"interacting." Therefore, "experience" can be considered "a set of interactions between an individual and others." Since the specific experience in question is the *learning experience*, "learner" can be substituted for "individual" in this definition. Furthermore, since learning can also occur as a result of interaction between a learner and other than human factors, "environment" is substituted for "others." Finally, to place the experience in its prescribed context (*i.e.*, that of "learning"), the phrase "during the process of learning" is added. Thus, a preliminary definition for *learning experience* is "a set of interactions between a learner and the environment during the process of learning."

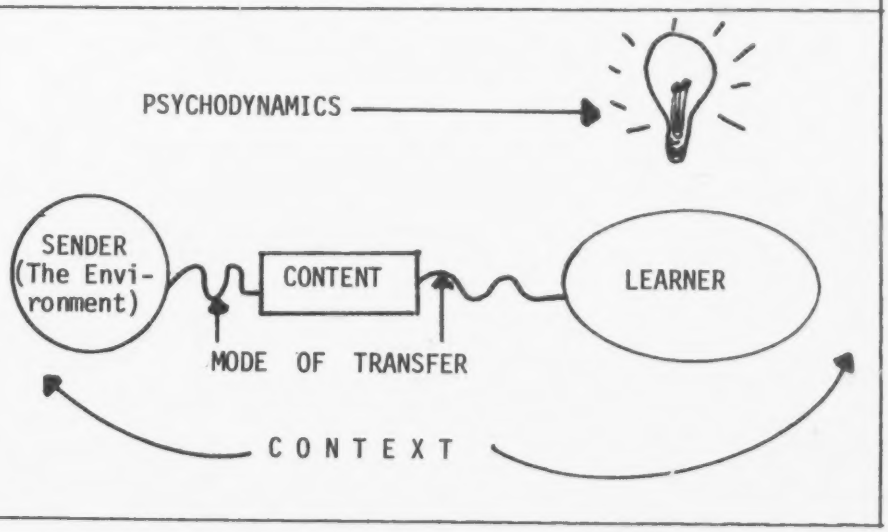
This definition is easily adapted to the system of adult/continuing education as presented in the conceptual model on page III-4. By substituting terms relevant to this particular model, the definition of *learning experience* becomes *a set of interactions between a participant and a facilitative environment that results in progress toward an educational objective.*

The organization of information in this category is based on two essential aspects of the learning process:

(1) the transmission of information; and
(2) the selective internalization of information to build affective, psychomotor, and cognitive structures.

The following simple diagram illustrates the basic components of the *learning experience*.

Figure III-4. A Model of the Basic Components of the LEARNING EXPERIENCE



Terms that describe the process of transferring information to a learner comprise the first subcategory of *Learning Experience*. This process is labelled *information transfer* and is defined as *the movement of environmental information to the learner*. The process itself consists of three elements:

- *Content*
- *Mode of Transfer*
- *Context*

Content refers to *the information that is transferred from the environment to the learner.* Much of the information that will appear in this category already appears in Handbook VI, *Standard Terminology for Curriculum and Instruction in Local and State School Systems. Mode of transfer* includes *the methods, techniques and devices used to convey information from the environment to the learner. Context* refers to *the frame of reference within which information transfer takes place.* An analogy may help to make clear the distinctions between these three elements.

Your radio is simply a device for transferring information from the environment to you. The words and music that come out of your radio are the *content.* The *mode of transfer* in radio is simply a choice between AM or FM. (If all possible *modes of transfer* in communication technology today were being considered, we would then include computer linkages, telegraph and television. Radio, then, would be just one of many possible *modes of transfer* of information.) *Context,* in terms of our radio analogy, is usually referred to as "programming format." Professional radio technologists use this term in reference to the question, "Have you designed or planned to use your radio station for classical music, rock and roll, easy listening, talk shows,etc.?"

The second subcategory of *Learning Experience* is *Psychodynamics. Psychodynamics* is defined as *the processes by which a learner selectively internalizes information to form cognitive, affective and psychomotor behavior.* To continue our radio station analogy,

we may consider *psychodynamics* as those processes that occur within you upon hearing your radio. Old radio shows use dialogue and simple sound effects to create a world of mystery and intrigue. Modern talk shows use "callers" simply espousing what they feel, soliciting a listener's involvement. Classical music programming simply offers a sequence of notes to secure a listener's involvement. What happens to you when you hear those notes, listen to other "callers," or react to straightforward dialogue and sound effects is what we call *psychodynamics*.

The preliminary structure of the third major category, *Learning Experience*, appears in Display III-3 below:

Display III-3. Organization of Information about LEARNING EXPERIENCE

LEARNING EXPERIENCE [300000 Series]
- Information Transfer
  - Content
  - Mode of Transfer
  - Context
- Psychodynamics

The suggested structure to organize information about *learning experience* appears on pages III-35 and 36. Category headings have been numerically coded. Some of the subcategories contain sample terms (in italics) taken from the terms used in the Delphi process (See Appendix C). The format is incomplete, and the

placement of terms, very preliminary. We included terms in this sample format merely to provide a broad indication of the possible content of the various subcategories and of the category *Learning Experience*. The sample terms do not reflect a finer structuring of this category. Terms that will eventually be organized on different structural levels may appear here together on a single level. For example, "curriculum" and "technical education" appear together under *Content;* and "general education," "course" and "class" all appear together under *Context*. We also wish to emphasize that none of the sample terms yet have final definitions. Page references to preliminary definitions and analyses are given, however. Proper placement of terms will be contingent on final definitions. Therefore, the placement of sample terms within this organization structure is subject to change and does not necessarily meet the criterion of being mutually exclusive.

Classification of items of information	Page numbers for:		
	Delphi Definition	Refined Definition	Analysis
300000 LEARNING EXPERIENCE.....		III-9	III-30-36
310000 Information Transfer.....		III-31	
311000 Content.....		III-32	
*curriculum.**.....	III-54		
related instruction....	III-69		
behavioral sciences....	III-49		
technical education....	III-71		
bilingual education....	III-49		
citizenship education..	III-51		
312000 Mode of Transfer.....		III-32	
homestudy.....	III-60		
brainstorming.....	III-49		
buzz group.....	III-50		
lecture.....	III-62		
conference.....	III-53		
farm visit.....	III-57		
forum.....	III-58		
question-and-answer method.....	III-68		
buffet and cafeteria learning.....	III-50		
workshop.....	III-73		
313000 Context.....		III-32	
course.....	III-54		
short course.....	III-70		
non-credit course.....	III-64		
class.....	III-51		
cooperative education..	III-53		
apprenticeship.....	III-48		

*These italicized terms are examples of terms that may be classified as indicated. See the preceding page for a fuller explanation.

Classification of items of information	Page numbers for:		
	Delphi Definition	Refined Definition	Analysis
pre-service training	III-67		
on-the-job training	III-65		
institutional training	III-61		
career development	III-50		
New Careers	III-64		
vocational-oriented basic education	III-73		
vocational training	III-73		
rehabilitation	III-69		
remedial education	III-69		
leisure education	III-63		
personal development program	III-66		
liberal education	III-63		
upgrading	III-73		
retraining	III-69		
organization development	III-65		
lifelong learning	III-63		A-13
andragogy	III-48		
person-centered approach	III-67		
supplementary education	III-71		
320000 Psychodynamics		III-32	
associative learning	III-48		
incidental learning	III-60		
experiential learning	III-57		A-10-11
self-actualization	III-70		
attitude change	III-49		A-5
personal growth	III-66		
reality testing	III-68		
creative problem-solving	III-54		
sequential learning	III-70		
self-directed learning	III-70		

ITEMS DESCRIBING PARTICIPANT 400000 Series

Using the conceptual model from page III-4 (presented again on the next page for easier reference) as a game board will help to illustrate the rationale behind this category of information. All pieces start in *actual conditions*. The first move takes a piece through *actual conditions* to *desired, or normal, values*. The next move is through *desired, or normal, values* to *diagnosis* where the player waits two moves while his *needs* and *objectives* are being identified. At the end of two moves, the player draws two cards: one is a descriptive itemization of *needs*; the other is a list of *objectives*. His subsequent moves take him through each *objective*, one by one, and for each one he draws another card that suggests a program for attaining the *objective* in question along with the degree of success according to previous *assessments*. The player may or may not choose the first program drawn and may continue to draw for the same *objective* until he draws a program that satisfies him. When he has drawn satisfactory programs for all of his specified *objectives*, he has reached the edge of the large square at the center of the model. At this point he stops and, going over all his cards, decides what *objective(s)* he wants to attain. He may choose one or all. If he chooses more than one, he must design his program, combining elements from the suggested programs he chose in previous moves. He may solicit the advice of other players if he wishes, or he may appoint another player to design a program for him, at which point his moves become subject to that player's throw of the dice. When his program has been established, he is ready to enter the large square, moving through the *facilitative environment*. As soon as the

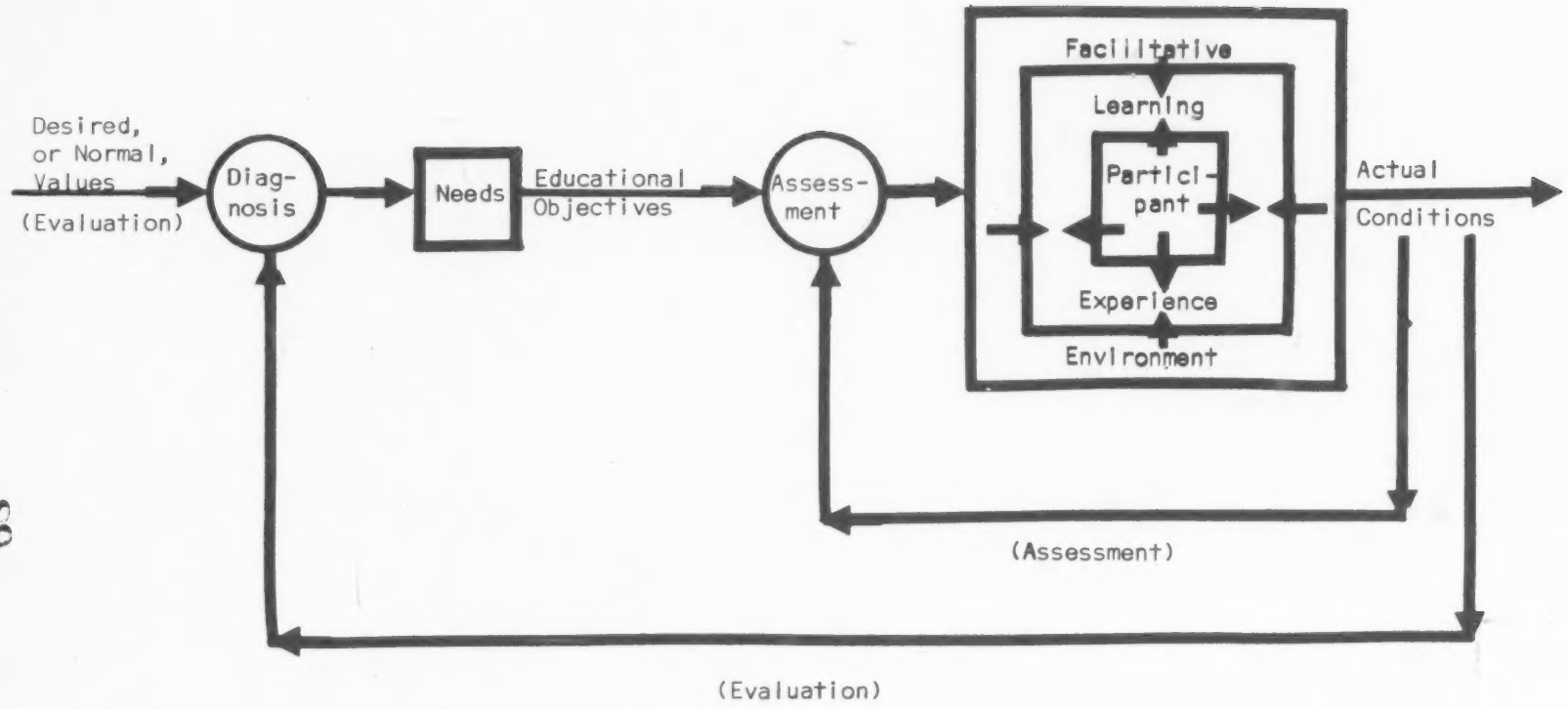


Figure III-3. A Conceptual Model for Adult/Continuing Education

player enters the square, he is given a new piece to signify his role change. At this point in the game, he has entered a new dimension; he has moved from the planning stage to the implementation stage. He has begun his interaction with the *facilitative environment*, which is his means to a *learning experience*. How will he be identified in this new role?

If, in fact, this fantasy were an actual board game, he could be given a new appearance -- a complete physical change. In a life situation, he would simply be given a new label. A common label for an individual in this position is "pupil." In fact, Handbook V, which correlates significantly with this category, is titled, *Pupil Accounting for Local and State School Systems*. However, by definition, a "pupil" is "one who is taught," the implication being that a pupil is passive. In adult/continuing education, programs are often especially designed to elicit active involvement and interaction. Furthermore, the definitions of *facilitative environment** and *learning experience*° prohibit the use of any term with the implication that learning is passive. Therefore, a more appropriate title for this interactive individual beginning to move through a *learning experience*, is *participant*.

The distinguishing characteristic of the *participant* is his position on the game board -- his sphere of activity. He has entered into a *learning experience*. Therefore, *participant* is defined as *an individual who is engaged in a learning experience*.

Efforts to define and to structure the *Participant* category required attention to several implicit questions:

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*Refer to p. III-9 for definition of this term.

°*Ibid*

- Since in adult/continuing education, the concept of "teacher-as-learner" is widely promulgated, how can the distinction between a facilitator and a participant be made clear for data collection purposes?

- In an area where interaction for learning rather than reaction to teaching is so heavily stressed, how do we avoid a definition with a receptive or passive connotation?

- Because this category deals with items of information about persons, any classification structure developed for it will arbitrarily categorize groups of individuals according to similar, identifiable characteristics. Efforts to organize information about *participants* must be performed with a careful avoidance of categorizations that could lead to offensive and inaccurate stereotyping.

- How can this category be structured to include entities that are not presently engaged (*e.g.*, "dropout") and that are not yet engaged (*e.g.*, "enrollee") in a particular *learning experience*?

With regard to the first question, *participant* was defined to allow a facilitator to be a *participant* also. That is, a facilitator may be a *participant* -- if he is *engaged in a learning experience* as a learner, but he may also be a facilitator without being a *participant*. The converse is also true: A *participant* may be a facilitator at the same time he is a *participant*, or he

may be just a *participant*. In collecting data, therefore, we would anticipate frequent situations in which a facilitator may be counted as both a facilitator and a *participant*, and vice versa.

We would also argue that the negative reactions that might be forthcoming to this invitation to dual counts are spurious. In the first place, we do not expect many data collectors to recognize and accept the dual role implicit in an educational system (as opposed to a "schooling" system). In the second place, those data collectors who do recognize and accept the duality of participant/facilitator will welcome this definition. We must add, however, that the definitions for these two terms, *participant** and "facilitator" ° are functionally mutually exclusive. The pleasant complication is that one person or group can and often does serve both functions simultaneously.

The second question was resolved by intensive verb analysis. Having established that a *participant* was characterized by movement through a *learning experience*, it remained to determine the nature of this movement. The first consideration was that he was "affected" by the *learning experience*. This verb was overruled on the basis of its passive connotation. The alternatives then considered were:

- influenced by
- involved in
- changed by
- engaged in

"Influenced by" was also faulted because of its passive emphasis. The use of "involved in" appeared to necessitate

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*Refer to p. III-39 for definition of this term.

°Refer to p. III-57 for the Delphi definition of this term.

reference to facilitators (*e.g.*, teachers). An ideal definition would allow for their inclusion but not require it. "Changed by" was redundant with reference to *learning experience*. If a *participant* is taking part in some way in a *learning experience*, and a *learning experience*, by definition, *results in progress toward an educational objective* (i.e.,"change"), then by including *learning experience* as the modifying conditioner in the definition of *participant*, change is already indicated, and the use of "change" as the verb in the definition would be redundant. "Engaged in" satisfied all criteria; particularly, it satisfied the desire for active emphasis. Therefore, "engaged in" emerged the winner.

The third question will require careful attention throughout the remaining steps in the final handbook development. Once classified on record, an individual tends to be characterized according to that classification by others. For example, a remedial classification often carries a negative connotation. Labels change, but individuals get locked into their connotations. Yesterday's "underprivileged person" is today's "disadvantaged person." "Underprivileged person" implied that an individual did not have the tools to enable him to change his position. "Disadvantaged person" implies that an individual may have the tools but has precious little opportunity to use them. This shift in emphasis signifies a shift in societal responsibiltiy; everything shifts except the "underpriviliged" or "disadvantaged person." No matter what his label, he still does not have what he needs, and the difference between labels simply reflects shifting emphases in relative values. Thus, any classification structure designed in any but the most generic way would enhance

the danger of negative stereotyping. Therefore, the third question has impelled us to suggest two initial subcategories for *Participant*:

- *Scholastic Status*
- *Societal Status*

Status is a broad, general term relating to condition or position. The potential for change is implicit in *status*; minimal risk of creating fixed types under this heading exists. The two modifiers, *scholastic* and *societal*, are sufficiently neutral to minimize the risk of rigid stereotyping in further efforts to structure information about *participants*.

A breakdown based on *status* also admits the inclusion of individuals not immediately engaged in schooling programs. By definition, *learning experience** has a universal application as well as an application to a specific system. An individual may engage in a *learning experience* any time, anywhere. This experience is not limited to a school context. For example, a "dropout" is not presently engaged in a *learning experience* facilitated by a school system, but he certainly may be engaged in a *learning experience* facilitated by his immediate environment whatever it happens to be. Therefore, he may be considered a *participant*. Breakdown based on *status* of *participant* is able to accommodate the "dropout" by recognizing the possibility of his participation in an alternative environment.

The suggested structure to organize information about *participant* appears on page III-45. Category headings have been numerically coded. Some of the subcategories contain sample terms (in italics) taken from the terms used in the Delphi process (See

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*Refer to p. III-9 for definition.

Appendix C). The format is incomplete, and the placement of terms, very preliminary. We included terms in this sample format merely to provide a broad indication of the possible content of the various subcategories and of the category *Participant*. The sample terms do not reflect a finer structuring of this category. Terms that will eventually be organized on different structural levels may appear here together in a single level. For example, "student" and "commuting student" appear together under *Scholastic Status*. We also wish to emphasize that none of the sample terms yet have final definitions. Page references to preliminary definitions and analyses are given, however. Proper placement of terms will be contingent on final definitions. Therefore, the placement of sample terms within this organization structure is subject to change.

Classification of items of information		Page numbers for:		
		Delphi Definition	Refined Definition	Analysis
400000	PARTICIPANT (Handbook V - *Pupil Accounting*)	III-66	III-9	III-37-45
410000	Scholastic Status			
	*adult learner**	III-48		
	clientele	III-51		
	commuting student	III-52		
	drop in	III-55		
	drop out	III-55		
	enrollee	III-56		
	graduate	III-59		
	out of school youth	III-60		
	participant observer	III-66		
	registrant	III-69		
	student	III-71		
	trainee	III-72		
420000	Societal Status			
	adult	III-47		A-3
	delinquent person	III-55		
	disadvantaged person	III-55		
	employee	III-56		
	family group	III-57		
	hardcore	III-59		
	inner-city resident	III-60		
	migrant worker	III-64		
	under-employed person	III-72		
	unskilled worker	III-73		

*These italicized terms are examples of terms that may be classified as indicated. See the preceding page for a fuller explanation.

CHAPTER 4

Definitions of Items of Information About Adult/Continuing Education

This chapter contains the consensual definitions resulting from the Delphi process tested in this project and described in detail in Appendix C of this document. It may be helpful to read this Appendix before perusing the following terms and definitions. The ranking accompanying each term indicates the degree of agreement reached by the participants in the Delphi process. "0" indicates total acceptance, and "1" indicates total rejection. These rankings are illustrated on pages C-4 and 5 in Appendix C.

The definitions on the following pages are presented as original outcomes of the preliminary defining process -- not as a finished product. They are inconsistent, incomplete and often inaccurate, with many observable discrepancies and ambiguities. They do, however, accurately reflect various present usages in the field and will facilitate refinement of the defining process.

CONSENSUAL DEFINITIONS FROM THE DELPHI PROCESS

Term and Definition	Ranking
acceptance needs: An individual's desire to be viewed by those with whom he associates as one who by virtue of his attitudes and competencies has significant value to a specific group or to society at large.	.111
accountability: Responsibility for a specified performance, outcome, result.	.250
achievement needs: The social-psychological forces compelling an individual to attain a level of success through the completion of a task.	.222
administration: The function provided by management in the planning, organizing, initiating, coordinating, operating, evaluating and revising procedures; or programs directed towards the completion of an assigned task or achievement of a goal.	.194
adult:* Any human being, past the age of puberty, who has discontinued his full-time attendance in a formal school situation, and functions in one or more adult life roles, *viz*, spouse, parent, worker, or any human being who has reached the legal and/or socially prescribed age for assumption of adult rights, privileges and responsibilities.	.277
adult basic education: Any purposeful effort toward self-development in the basic skills of communication, computation, health, consumer development, and citizenship carried on by an adult who is generally classified as functionally illiterate or undereducated.	.083
adult education:° A process by which the instructional needs of adult, as perceived by themselves or others, are met through organized learning experiences.	.166

*See p. A-3 in Appendix A for analysis of this term.

°See p. A-4 in Appendix A for analysis of this term.

adult learner: An adult who is enrolled in any course of study, whether special or regular, to develop new skills or qualifications, or improve existing skills and qualifications. 0

advisory council: A group of persons created to give advice on a particular project, program or organization. .277

agency: (1) An institution or group, formal or informal in structure, formed and operating to alleviate and to serve specific needs of individuals in a neighborhood, community or city; (2) a group of dedicated persons identified with a specific area of services. .277

agricultural personnel: Individuals who are employed by an agency, organization, institution, business or industry concerned with the process of agriculture or agricultural technology. .111

agricultural technician: A person possessing skills or technical capability relating to farming, breeding, food or livestock culture, agricultural science. .266

ancillary services: The supportive activities and resources necessary for the efficient achievement of the objectives of an organization or institution. .166

andragogy: The art and science of teaching adults and of adult learning in a climate where the adult is given primary consideration: contrasted with pedagogy.* .056

appraisal:° A general evaluation of an activity, program, experience, or achievement, often semi-intuitive and of limited sophistication. .083

apprenticeship: A period of time during which a person learns a trade, skill, or role by practice and supervision. .177

assessment:** The process of measuring change which has been incurred by an educational experience. .111

associative learning: Learning acquired by association of ideas, *e.g.*, in identified relationship such as opposition, sequence, cause and effect. .400

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*Adapted from Malcolm Knowles, "Adult Leadership," Vol. 16, No. 10, p. 351.

°See pp. III-14-23 for analysis of this term.

**See pp. III-18-20 for analysis of this term.

attitude change:* Some degree of change in the internalized or personalized feelings one has about persons, places, things, or events. Although the change presents a shift in the individual's position, it may shift in either a negative or a positive direction from the original one. .074

audiosivual aids: A broad range of devices used to enhance and facilitate information transfer, with emphasis on seeing and hearing, and ranging from simple classroom equipment (*e.g.*, blackboard, felt board) to projected slides, maps or diagrams, sound recordings, silent or sound film strips, films, and videotapes. .028

behavioral objective: (1) A statement indicating specific ways behavior is to change as a result of a learning experience;° (2) a specific description of: /a/ the components of a particular skill or ability or function; /b/ the process to acquire possession of a particular skill or ability; /c/ the concept, principle, or knowledge representing cognitive fields. .333

behavioral sciences: Any system of studies and/or processes concerned with the way in which humans (and some animals) act, singly or in groups, autonomously or in response to outside stimuli, and of ways in which such actions can be understood, influenced, predicted, and changed. .111

bilingual education: Historically considered to be a pretty pure form of simply teaching the individual to handle two different languages. Current emphasis is often placed on the teaching of English as a Second Language, for both the average foreign student and the culturally deprived. .194

brainstorming: An unstructured, almost casual but highly supportive discussion of ideas with emphasis on rapid, free-wheeling production of a variety of inputs, as opposed to carefully considered, practical steps. All participants supposedly have the complete freedom to make suggestions. They should be positively supportive of the atmosphere, and generally quite willing at least to consider any suggestions offered by any member of the group. .074

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*See p. A-5 in Appendix A for analysis of this term.

°Adapted from Boone & Quinn, *Curriculum Development in Adult Basic Education*, (Chicago, Follett Publishing Co., 1967), pp. 3-5.

buffet and cafeteria learning: (1) A term, usually pejorative, applied to an education program which consists of a variety of untested, unrelated, and often undemanding offerings, lacking an overall concept and, instead, appearing to appeal to unexamined, often shallow, and sometimes venal interests on the part of the learner; (2) an almost undefinable range of learning something or learning about something, which takes place between persons with or without common backgrounds and/or common problems while they are enjoying a dinner or lunch together. It may occur on a spontaneous basis but is often planned as a part of a conference or association meeting. .222

buzz group: Usually a small group cut out from a larger group for the purpose of discussing certain previously presented concepts, problems, or solutions to problems. Often some sort of consensus is expected which is then carried back to the larger group. .259

career:* One's progress through life; one's advancement or achievement in a particular vocation or profession to which one gives a professional and personal commitment. .133

career development: The conscious and structured effort on the part of an individual, either through his own or through beneficiary efforts of institutions, employers and technical and professional societies, to advance his proficiency, peer recognition and public acceptance in terms of occupational aims. .166

certificate of completion: A document attesting to the fact that a person has completed a specific set of learning experiences under sufficient supervision to be sure that the awardee did the prescribed work. There may or may not be formal classes, formal reading, or formal examinations. .333

certified trained worker: A person who has demonstrated to the satisfaction of a formally recognized examining body that he possesses the qualifications deemed necessary to accomplish the duties and functions of an occupational position. 0

change agent: Person, group or thing that effects or seeks to effect change -- particularly an agent for change of social conditions. .250

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*See pp. A-5-6 in Appendix A for analysis of this term.

character education: A process for transmission of the moral and cultural values addressed to the development of the individual so that he becomes capable of living in harmony with himself, his family and the community of which he is a part. .083

citizen population: The inhabitants of a city, town, state or country who are eligible to vote and participate in the deliberations of governmental processes. .644

citizenship education: Teaching people how to become effective citizens. .138

class: The basic unit in the organizational structure of most formal learning; generally a group of learners which meets regularly for a fixed term to be instructed in one or more subjects or in an entire curriculum. A recent trend has been toward a more open and flexible grouping of students, based on their own interests or abilities. .277

clientele: That specific sub-group of the general population for which an institution, agency, or professional practitioner has a special interest, relationship and/or reason for being. .133

client system: A program procedure in which an adult education facility makes a contract with a designated social service agency to provide educational services for specified members of that agency's group. .333

clock hour: A total of sixty minutes of class work or instruction.* 0

communication skills: The capability for making oneself understood orally or in writing. .333

community action: Action oriented to or influenced by members of a community. .074

community change: To alter aspects of the community through community action. Change may be produced in either the physical (*e.g.*, housing) or psychological (*e.g.*, attitudes, feelings) characteristics of the community. .185

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*Adapted from the *Dictionary of Education*, ed. Carter V. Good, (McGraw-Hill, New York, 1959), p.101.

community college: An educational institution above the high-school level offering educational and training opportunities in skills, subject matter and other allied areas. Activities and offerings may be with or without credit, the goal being to offer the people in the community the educational opportunities they lack and desire. .500

community development: Educational efforts with individuals and groups for the purpose of improving the material, social, and aesthetic aspects of the life of the people living in a clearly defined geographical area. .056

community education: Learning situations, programs or strategies covering broad areas of interest and devised for the growth and development of the community's human resources. .111

community planning: A process of long-range, community-wide development involving: (a) comprehensive study and analysis of the community's problems, needs and resources; (b) the formulation of goals; (c) determination of a plan of action; and (d) implementation. .133

community relations: The reciprocal pattern of interaction among members of a community that persists over a period of time so that a stable set of social expectations develop. .266

community resources: The tangible and intangible assets which can be used to advantage by a community in its efforts toward further development, including: human assets (skills and attitudes), assets of the natural environment (scenic landscape), physical structures (buildings), financial resources (income), and others. .066

community service: (1) A comprehensive program that includes a wide range of services and referrals to agencies outside of the community aimed at improvement of the quality of life in the community; (2) a contribution in terms of time by an individual or an organization to the people of the community. .056

commuting student: An individual who attends a class regularly but who travels a certain distance back and forth to secure the course he desires or needs. .022

competency: The requisite ability to perform a specific task or qualify for a specific role; a functional qualification as opposed to a credential-based qualification. .093

conference: An activity generally involving a large number of individuals sharing a common interest, planned for the dissemination of information to the participants and the collection of feedback from them in limited time. Usually included are expert speakers making single presentations or appearing on panels, alternating with small group discussion among the participants. .074

consultant:* Resource person available for expert or professional advice in the solution of a problem or achievement of a goal. .067

continuing education:° Any purposeful effort toward self-development carried on by an individual without direct legal compulsion and without such efforts becoming his major field of activity, with emphasis on university or senior college level efforts to provide this education. .277

cooperative education: The linking of formalized education with the real world in which the learner is permitted the opportunity to apply that which is learned in a formal context to a problematic situation in the real world. .083

cooperative extension education: A unique cooperative venture between federal, State, and county governments, with the State land-grant colleges serving as administrative centers. Heavy emphasis is on agriculture and home economics, but the program has expanded to include health, community development, conservation, and public affairs. It relies mostly on non-classroom methods. .286

coordination: The function of bringing persons, groups, and institutions into unity for a common cause or common action. .056

coordinator: The individual responsible for unifying individuals or groups working for a common cause or action. 0

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*See pp. A-6,7 in Appendix A for analysis of this term.

°See p. A-7 in Appendix A for analysis of this term.

correspondence education: An educational process designed to transfer a given body of information, skills or knowledge to learners living at some distance from the teaching institution. Usually, written or printed materials are sent by mail, providing the learner with structured units of information, assigned exercises for practice, and examinations to measure achievement. There is an increased use of variety of teaching-learning media. .074

cost: An expenditure of money, time, or energy in order to achieve or gain a result. .555

counseling: The art of helping an individual to solve a problem adequately through personal interaction with him/her. .177

course: A planned sequence of educational activity, leading to the acquisition of a skill or body of knowledge, usually over a predetermined period of time. .305

creative problem solving: An exercise that encourages and provides the participant the opportunity to utilize all of his intellectual ability in attacking a problem. Flexibility, creativity, and freedom of choice are the dominant characteristics that accentuate creative problem solving. .056

credit by examination: (1) Credit earned through the applicant's successful completion of a proficiency test in place of performing activities ordinarily associated with formal course work; (2) the process of certifying achievement by systematic observation of desired behavior. .166

curriculum: A planned sequence of several educational activities, leading to the acquisition of specified skills or bodies of knowledge, either in a given period or in a given subject or group of subjects. .277

curriculum development: A systematic procedure involving the organization of working committees under expert direction, the choice of general and specific aims of instruction, the selection of appropriate curricular materials, methods of instruction, and means of evaluation, the preparation of official courses of study, the trial and adoption of such courses of study, and the provision for continuous, methodical study, evaluation, and improvement of the existing educational program in a particular school or school system.* .066

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*Adapted from the definition for "curriculum building" published in the *Dictionary of Education*, ed. Carter V. Good, (McGraw-Hill, New York, 1959), p. 151.

data:* Useful facts or information used in making decisions and drawing conclusions. .111

data analysis: The process of studying the component parts or indicators of the component parts of an entity to better understand the entity, the interrelationships of its components, and the nature of their combinations. .259

data presentation: Factual information displayed in a manner designed to facilitate study of interrelationships of components, trends, and meanings. .074

delinquent person: An individual who does not abide by and conform to societal behavioral standards that are acceptable to the majority within his environment. .444

descriptive evaluation: Evaluation through the descriptive process which concentrates on determining what is. The procedures employed are designed to describe the situation or phenomenon rather than to establish its cause. .388

developmental education: A purposeful program of sequential learning experiences designed to make up for, or bridge, gaps in a person's earlier formal education. It often refers to general education for college-bound youngsters who are not now ready for college level work. .194

diagnosis:° (1) The process or procedure of determining the nature of a problem or disorder; (2) a professional judgment made concerning a problem and possible solutions using tests and other appropriate devices. .305

disadvantaged person: Given an idealized norm, any person who has not reached that norm because of external forces or conditions can be described as disadvantaged. .466

drop in: An individual who participates or who reestablishes his participation in an educational activity on an informal, irregular basis. .266

dropout: An individual who discontinues a course, program of study, or educational endeavor before completing the scheduled period of the activity. .194

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*See p. A-8 in Appendix A for analysis of this term.

°See pp. III-15-18 for analysis of this term.

education:* Any purposeful effort toward self-development carried on by an individual, or one that is planned to afford man the opportunity to continually structure and restructure his cognitive and affective worlds. .472

educational exploration: The process of sampling the body of knowledge in several fields to determine the area in which an individual's interests or aptitudes may lie. .167

educational needs: The gap between the present level of knowledge or skills and a level of competence established by diagnostic studies. .056

employability skills: Skills, knowledge, ability, techniques of an individual that are salable in the world of work. .166

employee: A person who is recorded on a payroll, or is otherwise recognized to be engaged in providing services, and receiving a salary or wages on a scheduled basis for services rendered. .177

enrollee: A person who signs up, enlists, volunteers, registers, or contracts to be a student, participant, learner, subject, or pupil in a course, class, workshop or other learning situation. .088

environment:° The conditions -- physical, social, cultural, and psychological -- that act upon and influence the life of an individual, group or community. 0

evaluation:** An appraisal of an activity, seeking to measure the extent to which the activity attained the objectives set forth. .194

evening college: The division of an institution offering a program of college-level study in late afternoon or evening intended primarily for adults (but also servicing day-time students) and usually under a separate administrative unit. .111

expectation: The sum total of individual aspirations with respect to a learning opportunity, be it knowledge acquired, new skills obtained, or the realization of greater satisfaction with life as experienced. 0

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*See pp. A-8,9 in Appendix A for analysis of this term.

°See pp. A-9,10 in Appendix A for analysis of this term.

**See pp. III-18-20 for analysis of this term.

experiential learning:* The active involvement and participation of the learner in a contrived or actual exercise that requires the learner to respond covertly or overtly. The learning activity is planned to provide the learner opportunity to actually experience that which is to be learned. .056

extension agent: An individual who represents a college, university, or government agency and demonstrates operational techniques, teaches groups about valuable information, or trains individuals or groups in new skills. Historically, extension agents became best known through their use by the U.S. Department of Agriculture. .044

extension education: Education offered outside the formal framework of the regular-university, residential-setting, credit-giving approach. It ordinarily includes such methods as conferences, short courses, institutes, independent study, credit courses offered in off-campus settings or via television or other media. .388

external evaluation: An evaluation conducted by individuals who are not directly involved in the process, procedure or program being evaluated. .028

facilitator: An individual who, like a catalyst, makes particular action possible by his presence and his know-how. .222

family group: Those individuals who by kinship, marriage or other affiliation interact as a primary reference group and consider themselves a household. .244

farm visit: (1) As applied to Agricultural Extension work, a visit to the farm by an extension agent or specialist in some such field as home economics, dairy, agricultural economics, poultry, for the purpose of providing some type of educational experience or assistance with the problems involved in running the farm or improving the family; (2) a group or class visiting a farm for purposes of learning. .022

feedback:° A process by which useful data on a graduate or an aspect of a program or activity is made available to the individuals responsible for the program/activity or process. It is a corrective loop whereby information on a program, product or activity is recycled for program improvement and renewal. .074

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*See pp. A-10,11 in Appendix A for analysis of this term.

°See pp. A-11,12 in Appendix A for analysis of this term.

felt need: (1) The desire to improve a specific area or areas which the individual feels must be developed, as opposed to the determination of need by external objective means; (2) a reaction to a lack of information in a given area or on a particular subject; (3) a need to participate in educational pursuits that will satisfy because of the information and knowledge derived. .055

follow-up study: A systematic procedure to collect data concerning the performance, satisfaction, and/or any other relevant information concerning a student's success after he has completed or left a program, with the purpose of securing information for improving the program. .056

forum: (1) A single event, or a series of events, usually of brief duration (from an hour to less than one day) and usually open to a broad spectrum of individuals who gather to hear a speaker or speakers on a given topic. Generally, opportunities are provided to ask questions of the speaker, but with no structure for organized discussion or feedback; (2) in the abstract, it is also used to denote an opportunity, intended or not, for people to express their opinions. .277

functional illiteracy:* A quality attributed to an individual who lacks one, or a combination, of the basic skills necessary to communicate effectively in written or arithmetic forms. .333

functional literacy: That amount of ability in reading and writing that will permit the individual to perform duties and assume responsibilities above the minimal level. .388

functional objective: (1) An education program objective which is developed to meet some real life need of the student; (2) a functional objective specifies anticipated outcomes and provides a basis for establishing operational objectives and other program-structuring decisions. .083

general education: Broad-based education that is aimed at helping man acquire an understanding and appreciation of his environment -- with emphasis on the past, present and future. .500

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*See pp. A-12,13 in Appendix A for analysis of this term.

goal: Something toward which effort is directed; an aim or end of action; an objective.* .250

graduate: A person who has satisfactorily completed certain prescribed requirements indicating he is ready to proceed to the next step or that he qualifies for a degree or a certain profession, occupation or position. .200

grant: [noun] A formal gift of something (*e.g.*, money, land, or a right), usually executed for a designated purpose. .129

group member: An individual who interacts with other persons in a setting determined by its participants for mutually satisfying benefits. .088

growth: The process by which a human being achieves physical, intellectual, emotional, or moral maturity, or any combination of these aspects of maturity. .241

growth factor: A determiner of change toward a more mature or developed state; a measure of the extent to which development is occurring. .250

guidance: A process of offering information and possible alternatives around the needs of the individual so that he can make his own choices and decisions. .093

hardcore: A term applied to persons who have a long history of unemployment or irregular employment and who do not possess the work habits and personal skills deemed necessary for obtaining and holding a job. .400

helping relationship: A relationship in which at least one of the parties has the intent of promoting the growth, the development, maturity, improved functioning, improved coping with life of the other person.° .111

higher adult education: Adult education at college/university level and beyond. It may be offered through an extension division, an evening college, a part-time degree program. Study may be for credit or not for credit; in a single subject area or interdisciplinary; in standard university class type programs or special formats (*e.g.*, lecture series, short courses, conferences and seminars, workshops, film and television series, lecture-discussion groups, residential conferences); taught by

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*Elaine Scheier, *Learning 100 Evaluation Manual*, (Huntington, N.Y., Educational Developmental Laboratories, Inc., 1969), p. 56.

°Carl Rogers, *The Characteristics of a Helping Relationship*, "Personnel and Guidance Journal," 37, (1958), pp.6-16.

conventional methodology or experimental innovative techniques (*e.g.*, media-communications technology, learning team); by faculty of an institution of higher learning, or professionals, or other specialists in areas under study. The essential goal is to fulfill the needs of a mature adult public in professional/career advancement; to provide training for paraprofessional or voluntary public service; expansion of personal, cultural, and responsible citizenship horizons; and solutions to interpersonal, community, urban, and general societal problems. .175

high school completion: (1) Satisfactory completion of a recognized secondary school curriculum (usually four years) leading to a diploma; (2) any satisfactory combination of day and night center high school courses that fulfills the time/activity requirements set by the state for a four-year high school diploma. 0

high school equivalency: The granting of high school completion status by virtue of demonstrated ability, usually by written test, in lieu of fulfillment of regular course requirements. 0

historical evaluation: The process of determining the overall worth and impact of a program or activity within its current and long-range contexts through the use of the scholarly tools and perspective of history. .111

homestudy: Courses designed for persons unable to attend a class who can work alone at own speed with a minimum of professional assistance to obtain course credits, degrees, or competence in skills. Study is usually done by correspondence with occasional communication face-to-face or through the media. .333

incidental learning: Learning occurring concomitantly with an activity or experience, but toward which the activity or experience is not specifically directed, for example, learning how to spell the words *Labrador* and *cyclone* while studying geography.* 0

informal education: Any purposeful effort toward self-development outside the framework of a legal structure. .500

inner city resident: Any person living within a large city (over 100,000) and in that portion of such a city that is very close to the center of the city or is in the older, poorer, more run-down portion of that city. *Inner*

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*Good, *Dictionary of Education*, p. 314.

city originally was a geographic reference. Now, however, the term means the slum section, and *inner* refers to differentiation from the suburbs or better-off sections of the city itself. .200

innovative course: One which is unique in design or objectives from previous offerings. It may be based on new technology, different concepts of education, or new subject matter. It may also be designed for a different clientele group. .191

institute: A series of meetings centering upon a particular subject area or problem, lasting one or more days, which are designed to prepare leaders for selected activities or to assist them in solving particular problems of mutual concern. The term frequently refers to the establishment of a special program for adult education. In this case, the term not only refers to the nature of the program but also includes information establishing the geographical location of the program, the nature of the clientele being served, and the educational technologies which are applied. .185

institution: A formally structured and recognizable organization that functions within a particular society or culture and has evolved to serve a unique purpose in perpetuating and/or furthering the aims of that society or culture. .093

institutional training: Training provided by an institution, such as a school, and designed to prepare the participant for a specific occupation. This type of training is often contrasted with on-the-job training. .111

instruction location: Place where learning-instructional situations/opportunities/activities are offered. .500

instructor: The person responsible for organizing the teacher-student materials, equipment, facilities, curriculum and teaching methods necessary to enable the student enrolled to make progress toward the educational goals of both himself and society. .111

in-service training: Various kinds of teaching-learning experiences, at least loosely described and defined, designed to help individuals already engaged in professions, vocations or occupations to perform more effectively that which they are already supposed to be doing reasonably well. .527

interest: (1) The holding of an attitude about subjects, objects, or processes which are of consequence or concern to oneself; (2) preference for certain types of work activities or experiences, with accompanying rejection of contrary types of activities or experiences. .037

intern: A supervised individual who applies a program of study in a real or simulated setting. .611

internal evaluation: The process used by personnel responsible for the conduct and operation of a program to determine the degree to which it has fulfilled its stated objectives. .028

job ready: A term applied to a person who has obtained the skills and qualifications necessary to enter productive employment. .222

laboratory: A physical facility in which first-hand experience is provided to facilitate learning. .148

leader: A person or organization which initiates action toward specified goals. .014

lead taker: An individual, a system, or subsystem that assumes a foresighted philosophical and functional approach to achieving traditionally desired results by deviating from the conventional manner of performance. The leadership capacity is not contingent upon the power vested in a position of authority in the administrative hierarchy, but rather is undertaken through personal and individual qualities of leadership. .259

learning community: A purposefully organized group of people working together to increase their knowledge, skills, and sensitivity. 0

learning lab: An environment within which persons may explore new ways of acquiring knowledge or achieving affective, manual and/or cognitive skills. .111

learning rate: The speed at which learning takes place. .028

lecture: A formal, one-way verbal technique of communication in which the speaker conveys information to an audience on a specific subject in which the speaker hopefully possesses some expertise. .305

leisure education: Learning activities designed to develop knowledges, insights, skills, attitudes, values, and interests related to the constructive use of leisure time. .159

leveling: Refers to levels of thinking or generalizing and connotes a hierarchy of abstraction. 0

liberal education: Education that fosters an awareness and appreciation of the intellectual and aesthetic achievements of civilization, independence of mind, and critical, analytical and creative thought. .238

library: A facility closely related to learning activities of adults, providing a variety of materials -- book, non-book, multi-media -- easily accessible to the persons for whom it is operated; a facility for assisting in acquiring needed data and information, developing a taste for furthering knowledge, developing/expanding a desire to continue learning. .250

lifelong learning:* The process by which an adult continues to acquire, in a conscious manner, formal or informal education throughout his life span, either to maintain and improve his vocational viability or for his personal development. .175

low achiever: An individual in an educational setting who fails to perform according to his potential and/or according to a predetermined criterion. .200

management: The personnel and processes through which an organization's goals and objectives are consciously planned and implemented. .037

manpower: Human resources available to perform work. .148

manpower development: The process of determining the optimum methods of developing and utilizing the human resources of a nation and/or organization. Includes identifying skills required and education and development programs.° .244

measure of change: Differentiation between initial status of an element or behavior and status at a later date. Change may or may not have been influenced by the intentional application of a variable. .037

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* See p. A-13 in Appendix A for analysis of this term.

°Johannsen, H., *Management Glossary*, (New York, American Elsevier, 1968)

mentor: A coach or tutor: an individual who sponsors, teaches and guides others. .037

method: The particular relationship that is established between an agency of adult education and a potential clientele. *Method* is distinguished from *technique* in that it refers to the way in which knowledge and information are to be disseminated to an actual or potential audience. *Technique*, on the other hand, refers to the procedures employed to facilitate the acquisition and application of such information and knowledge. .056

migrant worker: An individual that moves from one area to another for seasonal work. .288

minority group: A segment of the population which differs from the majority of the population in terms of ethnic group, religion, race, and/or economy. .200

model: (1) Experimental program or group of programs, researched, developed, presented, and evaluated as a basis for establishment of similar programs on a broad basis; (2) a representation of complex ideas that are formulated in a systematic fashion to promote greater insight and understanding; (3) an example (*e.g.*, a teacher may serve as a model for certain behavior). .092

motivation: That combination of psycho-social factors that predisposes an individual to take action. .159

New Careers: A strategy to help the poor, underemployed, as well as unemployed, escape from poverty.* Essentially, this term refers to an approach to education and manpower development that permits the poor to engage in personally rewarding and socially useful careers, particularly in the human service occupations. A basic feature is an open career ladder that permits an individual to develop his talents to the fullest degree. .472

new literate: An adult individual who has newly-acquired basic reading and writing skills in the language system or systems functional to his milieu. .355

noncredit course: A series of related educational meetings which are programmed and conducted under the

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*Riessman,F., *Strategies Against Poverty*, (1969), p.21.

auspices of an educational agency. Courses coming under this definition do not carry credit toward diplomas, certificates, or degree. .472

nondegree credit: A unit expressing quantitatively the amount of content of a course of instruction -- not in terms of the value of the course in relation to a college degree, but according to its value as related to competencies. .814

norm:* (1) A standard of performance; (2) the level of achievement or performance of the modal group of a population. .111

objective:° Aim or purpose of a course of action. 0

observation method: A type of instruction that emphasizes learning visually in contrast to learning from lectures. .666

occupational cluster: A grouping of occupations which possess a number of common features, such as types of equipment used, objectives, or processes, but not necessarily requiring total uniformity. .111

on-the-job training: An instructional situation established in a real life situation in which the participant learns by and while performing the skill being learned. A synonym for *apprenticeship*. .277

ordered profile: A graphic (or line) diagram sequentially showing the relative position of a person or group on each of several measures. .056

organization development: The improvement of the structure, procedures, relationships, environmental quality, and productivity of a social system through development of increased competencies in its personnel. .044

organization development specialist: (1) An individual who specializes in the dynamics of viable patterns and structures of organizations; (2) a systems specialist who conceptualizes the necessary interrelationships to be systematically arranged for the achievement of a high order of quality production or services. .133

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*See pp. A-13,14 in Appendix A for analysis of this term.

°See pp. III-16-19 for analysis of this term.

out of school youth: A school-aged person who has not completed an instructional program and who is not participating in an instructional program. .400

output: The consequences of a course of action; used variously to mean both intended results and unintended results. .361

paraprofessional: An intermediate skill level between professional and non-professional within a given occupational category. .013

participant:* A person who takes an active part in an educational activity. .111

participant-observer: One who becomes a member of a group for the purpose of collecting data about the behavior of individuals and/or the interaction of the group. 0

part-time degree: A degree secured either wholly or in part by part-time attendance at a college or university. .028

part-time training: Any educational activity developed for people who are employed full time, but who wish to improve or develop new skills by participating part-time in such activity. .056

performance goal: Definition of a behavior to be achieved, generally under certain specified conditions. .388

performance objective: A desired outcome of an experience described in terms of observable behavior. .028

personal development program: A series of educational activities designed to improve the interpersonal relations of the participants by providing participatory experiences which encourage self-understanding and awareness. Through such experiences the participants become sensitive to their own weaknesses and better able to correct them. .194

personal growth: A condition of personal-social activity and development in the particular self situation, comprising a state of dynamic being and becoming in which the individual is adequately integrated within the self and is developing still further toward goals accepted by the self; is engaged in useful, responsible action with

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*See pp. III-37-45 for analysis of this term.

optimum use of personal capacities; is maintaining adequate emotional and social relations with his fellows; and possesses a personally satisfying feeling of self-situational relationship. 0

person-centered approach: Educational method in which the learner's perceptions of his own needs and interests largely determine the procedures of the learning experience and, often, the substantive content. .155

personnel: A group of persons employed by an organization to perform certain tasks that may be related and interlocked, or different and unrelated, but that contribute to the goals of the organization. .361

planning process: An activity carried out over a period of time whose objective is to produce an organized and rational system for achieving defined goals. 0

pre-service training: Training received to prepare one to engage in the successful performance of a job or a task. .111

process level: The level of thinking and generalizing at which scholars, learners, and others acquire the skills (abilities) to perceive the total picture and the individual parts (elements) contained therein. Individual elements are perceived as interdependent and highly interrelated. Sequencing becomes an important factor in the learner's ability to cognitively map a given process and to effectively utilize it as a tool for analysis, planning and, eventually, action. .111

product evaluation: Application of quantitative and qualitative measures in order to assess the result of an action. .056

professional development: The process by which one has acquired certain predetermined competency requirements in a specialized occupational field. .074

program: The total set of procedures, methods, strategies, objectives, and arrangements which are provided in order to move a student or group of students through a series of educational activities, all of which are designed to achieve pre-determined instructional objectives. .155

program development: The growth or change in the structure, function, or organization of a plan of procedure, constituting an advance in size, differentiation, complexity, integration, capacity, efficiency or degree of maturity. .111

program objective: Specific ways behavior is to change as a result of a series of learning experiences designed to achieve, in a specified period of time, certain specific instructional objectives. .083

psychological counseling: A means of helping essentially mature and minimally anxious people to deal with specific problems or situations. .333

psychometric: Applying mathematical methods in analyzing psychological data; a psychological measure. .148

quality points: (1) Scaled measures of the extent to which an item reaches a desired goal - or perfection; (2) numerical values assigned to a phenomenon in an effort to measure that phenomenon for purposes of comparison to similar or related phenomena. .370

question-and-answer method: An instructional method providing an exchange between an individual who makes an inquiry and an individual who has the competence to respond. .111

reading level: The level of achievement reached by a reader as assessed by an informal inventory or a standardized test. Three reading levels are often considered: Frustration level, when the individual makes so many mistakes that he is uncomfortable; Instructional level, one grade placement above frustration level; and Recreational level, one grade placement above instructional level. .185

reality testing: The process by which the individual relates to the real life situation by regulating his behavior in terms of his future welfare.* His behavior is aimed at testing or exploring the nature of his social and physical environment.

real need: The actual existence in an organism of the requirement for, as examples, survival, growth, reproduction, health, and social acceptance. .355

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*Theodore Lidz, *The Person*, (New York, Basic Books, Inc., 1968), p. 250.

registrant: A person who has registered for a particular educational program, but who may or may not actually participate in the program. 0

registration fee: Charge assessed individuals or their sponsors, singly or in groups, for the right to participate in an educational experience. The fee may be nominal, covering the cost of registering and entering the fact upon a record, or the fee may cover any part of the cost of instruction and individual maintenance, including incidentals (*e.g.*,overhead, use of libraries and computers, parking, meals, lodging). .222

rehabilitation: To restore an object or person to a former condition of useful and meaningful capacity and efficiency. .056

related instruction: Instruction which is offered as a supplementary effort to accomplish an original objective. .089

reliability: The extent to which a device will provide the same measurement when it is repeated. .037

remedial education: An adult program designed to raise the level of competence of an individual in basic subject areas to that which he should have reached during the time spent in elementary and secondary education. Level may be interpreted as that required to function adequately in present-day society. Adult Basic Education and High School Equivalency Programs may be considered examples. .166

resource:* Factors, men and materials that are needed and of value when used for desired ends. .022

resource person:° An individual whose experience and knowledge are of value in helping to plan, to operate efficiently, and to meet and solve problems. .028

retraining: An educational process whereby selected clientele, who have acquired specific skills that seem outdated, are taught new skills designed to better prepare them for changing economic and social conditions. Retraining frequently involves the changing of attitudes and the acquisition of new knowledge prior to skill acquisition. .177

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*See pp. A-14,15 in Appendix A for analysis of this term.

°See p. A-15 in Appendix A for analysis of this term.

self actualization: In the Maslow sense: wherein a person makes full use of his own talent, abilities, and potentialities in living a life that is both relevant and significant from the perspective of the individual. To be fulfilled or self-actualized is to be fully human, which must include psychological health and maturity. .333

self-directed learning: A systematic process in which an individual takes responsibility, in collaboration with others, for diagnosing his own learning needs, formulating his learning objectives, planning and engaging in a sequence of learning experiences to achieve these objectives, and evaluating progress toward these objectives. 0

self evaluation: The process of measuring one's own status or progress toward specific goals.* .185

seminar: A group of individuals who meet regularly with a leader or teacher to explore and discuss selected problems or topics of mutual interest. The seminar frequently includes discussion of original research. .288

sequential learning: A scheme of learning which provides for increasingly more difficult and abstract learning built upon previously acquired knowledge, skills, attitudes, and values, and which is planned to build cumulatively toward desired outcomes. .177

shop sponsor: A patron for specific workshop or work project; a counselor for learner or apprentice in a workshop setting. .388

short course: A short course, recently called a *mini course*, is a unit of study related to a specific interest area, conducted over a period of two to ten meetings, and which is more intensive than a regular semester-length offering. The term is frequently used to describe programs in Cooperative Extension. .355

skill center: An educational environment which provides for the diagnosis of weak skill area, including prescriptions for programs of instruction, and methods of implementing the instructional program so that new skills are developed, or basic skills strengthened and mastered. .067

sponsor:° To lend the prestige, encouragement and, at times, the administrative organization necessary to increase the possibility of the success of the program. .044

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*Good, *Dictionary of Education*, p.494.

°See pp. A-15,16 of Appendix A for analysis of this term.

staff: Personnel of an organization, from professional to custodial, who have assigned functions to carry out the purposes and objectives of the organization. 0

student: An individual who is participating in an educational program. .194

student services: Supplemental activities and resources provided for a student or group of students by an educational institution. These functions are presumed to assist the student in performing to his potential in the educational setting. .166

subject: (1) A division or field of organized knowledge, such as English or mathematics; (2) an individual who is being tested or subjected to experiment. .111

subjective evaluation: Assessing the extent to which an objective is attained using skilled and controlled observation. .444

supervisor: An individual who is assigned the responsibility of helping some or all staff members, of reviewing the work of another individual or group, and of rating the service in reference to acceptable standards. .133

supplementary education: Learning experiences which add depth of understanding to an already-learned body of knowledge or set of skills. .138

systems approach: An organized approach to a goal or task involving a clear identification and qualification of objectives, selection of activities and data necessary to reach objectives, organization of activities and data in a manner to complete a task or achieve a goal efficiently, and a procedure for evaluating and redirecting activities and data in accordance with objectives. .111

teacher: One who shares knowledge, insight, sensitivity and skills with persons in a learning situation. .388

teaching: Facilitating the exploration of a body of knowledge and/or the development of a skill. .138

technical education: (1) The body of knowledge that deals with technology; (2) a situation in which an area of ideas and concepts are related to skills. .111

terminal education: (1) The completion of a certificate, diploma or degree program; (2) the period of time when man begins to lose his mental capacity. .111

trainee: A person who is in the process of acquiring a definite and prescribed set of skills and qualifications. .244

training: Learning experience leading to the acquisition of a skill. .083

training systems: Ordered, sequential, coordinated methods to provide education or instruction. .244

underemployed person: An individual whose skills/qualifications are greater than those required for the position he presently occupies. 0

underprivileged person: Any individual who by reason of sex, economic standing, racial or ethnic background, educational handicap, language difference or religious affiliation, is excluded from those processes which will provide him upward social and economic mobility. .222

unemployed person: (1) Any person who is not working or who is not employed in some income-producing activity; (2) a person who wants to work, and is in the age bracket where it is expected that he or she will be self-supporting, who has a need for income, and is acceptable in the working force, but is not working. .055

unfelt need: A gap or imbalance which exists between a present situation (or variable) and a more desired situation, and which is not recognized by an individual, group or community. .166

university college: (1) A college or school attached to a university to achieve a particular objective, such as to provide either credit or noncredit courses for adults who can only study and attend part-time; (2) often the in-town extension center of a university; (3) the center for part-time students. .111

university extension education: *University extension, university adult education,* and *higher adult education* may be used synonymously to refer to educational and public service activities conducted by a university, using the teaching and research capabilities of its faculty, for a clientele group generally labeled as *citizens of the state.* .422

unskilled worker: Any employee whose work does not require specialized training or knowledge. Tasks are almost always physical in nature and of a routine character. The primary requirement is the ability to follow simple directions. .400

up-grading: Raising the performance or educational level of individuals or organizations. .056

validity: The extent to which a device measures what it purports to measure. .056

vocational clusters: (1) A group or family of jobs or occupations with rather closely related requirements for employment; (2) the organization of vocational education courses to that the students in the program can be made employable in a number of related jobs and industries. .089

vocational education: Any educational experience that is entered into in order to acquire the skills and knowledge necessary to perform a specified set of job-related goals. .138

vocational-oriented basic education: Academic learning experiences that enhance the ability to acquire a skill. .222

vocational training: A course or courses of study designed to equip an individual with the necessary background in order that he might perform a specified set of job-related goals. .138

volunteer: An individual who performs a task without expecting some form of compensation for the service, time, or function performed. .200

workshop: A teaching-learning experience in which a group of people come together for the specific purpose of both listening and doing. Emphasis is usually on active involvement by participants, *e.g.*, discussion and working toward the solution of a problem-oriented situation. Frequently the participants have similar backgrounds and common interests, though this need not necessarily be so. .074

GLOSSARY

This Glossary contains definitions of terms used in the context of the handbook and such additional terms as seem necessary to common understanding and interpretation of items of information. It contains terms of a generic nature -- too broad to be finely classified but necessary for the definition of and understanding of key elements and concepts presented in the handbook. Some of these terms have been previously defined in other handbooks. In such cases, appropriate references have been included.

adult: An individual who either assumes the roles and functions of a responsible and mature member of society or has reached the chronological age of adulthood specified by law. (VI)*

adult education: Education for adults. (See definitions for "adult" and "education.") (VI)

continuing education: A series of learning experiences following termination of formal schooling. (VI)

education: A process in which an individual engages in a set of learning experiences.

[To be completed]

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*The Roman numeral indicates the previous handbook in the State Educational Records and Reports Series that contains a definition of the term.

PART IV

RECOMMENDATIONS FOR COMPLETION

IV

SUMMARY

As a result of this feasibility study to develop a preliminary manual of terminology about adult/continuing education, we offer four basic recommendations to facilitate the continuing work on the development of a handbook of terminology:

- Interaction between the Office of Education and professional practitioners of adult/continuing education should be expanded.
- Further work should proceed with as little delay as possible.
- A modified Delphi process should be used as a vehicle for future interaction, information retrieval, and feedback.
- Future work should be considered in the context of the development of an integrated data system for the entire field of education.

RECOMMENDATION ONE

We perceive a need for expansion of the interactive processes between the Office of Education and practitioners of adult/continuing

education. The widespread interaction with professional practitioners that we initiated generated an enthusiastic and cooperative spirit. Practitioners in all areas of adult/continuing education expressed interest in the project and its results and willingness to participate in its progress. Since we approached each participant as an individual rather than as a member of a committee, each person committed his time, energy and interest and rightly feels that he, personally, holds stock in the venture. Fullest advantage of this spirit and working relationship could and should be derived by continuing and expanded interaction between the Office of Education and professional practitioners.

Furthermore, observations of the interactive processes in this first step (described at length in PART I, Project Description) lead us to conclude that the design of the next step should emphasize the full, combined participation of Office of Education representatives and professional practitioners for all major conferences and interactions. All voices and viewpoints would thus be represented, and ongoing feedback from all major parties would be assured in the decision-making process. Primarily though, the more intensive the interaction, the more readily can the creative turbulence be channeled.

RECOMMENDATION TWO

The most natural vehicle for continuing interaction of professional practitioners with the Office of Education is the completion of the adult/continuing education handbook of terminology. Participants from the field are anxious to contribute, and the

members of the National Advisory Committee have worked relentlessly in anticipation of a handbook of terminology. We feel that a handbook developed in this atmosphere of cooperation and commitment will benefit maximally from it. Therefore, our second recommendation is that the completion step of the handbook development be implemented with as little delay as is practically possible.

RECOMMENDATION THREE

The use of a Delphi process proved successful as a means of reaching many people and generating a high level of enthusiasm. Imperfections in results can be traced and identified and can be eliminated in the planning of a more refined and controlled process. Based on our observations of our preliminary Delphi process, we recommend the use of the Delphi technique for further interaction and defining, with the following suggested operational procedure.

The executive officers of each of the more than twenty major adult/continuing education professional organizations should be contacted, and their assistance sought in completion of the handbook. Each organization should be asked to assume responsibility for selecting a committee from its membership to help select terms for inclusion in the handbook and to suggest capable candidates for defining terms.

The Contractor, with a joint panel of Office of Education Standing Committee members and National Advisory Committee members, might first select a set of terms to be defined. These terms could be drawn largely from the full list of terms accumulated during

the preliminary step (See Appendix B). The resulting list of terms could then be classified according to the structure suggested by the conceptual model (See PART III, p. III-4) and sent to the field committees. They would be asked to rank each term on a three-point scale for inclusion and to add any missing terms that they feel are relevant. The results would then be tabulated.

At the same time, the chief executives of each of the professional organizations could be asked to submit a list of recommended candidates for the task of defining terms. A compiled list couldthen be returned to the chief executives and to the field committees. They would all be asked to assign each recommended definer to one of the classification categories according to their awareness of his expertise and experience. Analysis of the results would provide the final list of definers for the Delphi process.

The modified Delphi process should consist of two rounds. In the first round, each of the selected definers would be asked to define a set of terms assigned to him according to category. In the second round, each definer would be sent all of the submitted definitions for each term in his set. He would be asked to choose one, choose combinations of several, rewrite completely, or, essentially, to use all the ideas provided by his colleagues, including his own, to develop the most comprehensive and discrete definition he can.

Upon receipt of the second round results, second and third stage word analyses, as described in Appendix A, should be performed. Two primary benefits would accrue from this process.

First, an unusually large base of information would serve as the foundation for the definitions. This broad input base would minimize bias and optimize agreement. Second, all definitions would be conceptually integrated on both a molecular level and an organismic level. That is, each single definition would be discrete, concise, and accurate; the whole set of definitions would be comparable, relatable, and internally consistent.

RECOMMENDATION FOUR

The primary purpose of each of the earlier handbooks was to organize the terminology of a single aspect of education. The scope of the handbook of terminology about adult/continuing education, on the other hand, is much greater. The information area with which it is concerned is a whole education system that includes all of the elements treated in earlier handbooks, as well as several elements not treated before. This shift in focus from the atomistic to the systemic impels consideration of an integrated educational data system.

An atomistic data system provides little or no basis for obtaining information about relationships between and among elements. Moreover, such a data system simply does not allow inferences about the behavior of a system or changes within a system. An integrated data system, however, results from the prior conceptualization of the interrelationships of elements and their interactive behavior. All informational elements would have been analyzed in terms of their posture in the whole set of elements. Thus, that interactive set of elements would form an integrated system in which information

about any element could be related to information about any other element. Finally, an integrated data system is one in which all relevant elements have been identified and interrelated.

The work presented in this document is the foundation for an integrated educational data system. As such, it represents a significant departure from previous educational data systems. Using the results of those earlier efforts, however, with this effort as a new foundation, the relatively rapid development of a fully integrated educational data system can be greatly facilitated.

We therefore recommend that the continuing work to develop a handbook of terminology about adult/continuing education become the basis for a major effort to develop a comprehensive integrated educational data system.

PART V

APPENDICES

APPENDIX A

PROCESS FOR ANALYSIS OF TERMS AND DEVELOPMENT OF DEFINITIONS

INTRODUCTION

This section contains a description and an explanation of a suggested process for the development of definitions for terminology about adult/continuing education. The suggested process has two stages. First, the Delphi technique should be used to obtain a broad base of information that would reflect current usage and can be used to develop suitable definitions. Second, an individual analysis of each term that would take into account feedback from the Delphi process, history of the term, and usage of the term in the literature should be conducted. During this stage, special attention would be given to the structural implications of the conceptual model for the meanings of terms. The final definitions that would result will thus display internal consistency, and will reflect all relevant information from the Delphi process. The definitions would also be as discrete as the relationships between and among them will allow..

The act of definition cannot escape the onus of imposition of the implicit cultural biases and points of view of the definer. Some one group or individual must always accept the responsibility of deciding on the final adequacy of a definition. However, the extent of such imposition varies according to the process used in developing the definitions. This suggested process minimizes the probable influence of any one set of biases by maximizing the

opportunity for the largest number of differing points of view to be explicitly incorporated and synthesized into the final definition.

In particular, the first stage maximizes the number of participants who will influence the later stages by allowing them to converge cooperatively on a consensual definition, yet express freely their individual comments. The second stage reviews individual terms to ascertain that denotations and connotations are clear and consistent. Clusters of related terms are also analyzed to clarify the interrelationships among terms and their referents. Definitions are then modified to facilitate the desired use of the definitions. If a set of referents overlaps, and mutually exclusive terminology is required for data collection purposes, then modifications must be made. In any case, related terms would be indicated.

The handbook of terminology about adult/continuing education is intended to be used both to facilitate data collection efforts and to facilitate communication about the field. The modifications seen in the sample word analyses on the following pages result from the desire to meet both intended uses and from the preliminary nature of the Delphi process tested in the course of this project.

STAGE TWO ANALYSIS OF TERMS

TERM	adult
DELPHI DEFINITION	Any human being, past the age of puberty, who has discontinued his full time attendance in a formal school situation and who functions in one or more adult life role, *viz*, spouse, parent, worker; any human being who has reached the legal and/or socially prescribed age for assumption of adult rights, privileges, and responsibilities.
COMMENTS*	This term requires two separate definitions: a legal definition and a societal definition. The phrase "who has discontinued his full time attendance in a formal school situation" is in contrast with the current legal age of adulthood -- 18 years of age in most areas. The first part of the Delphi definition tries to incorporate overlapping and often conflicting qualifications. In the societal sense, the term "adult" is loaded with value/judgment implications. The definition should not impose relative societal values that would lock the term into a particular value structure; it should be broad enough to accommodate changing values in a changing society.
RECOMMENDED DEFINITION	An individual who either assumes the roles and functions of a responsible and mature member of society or has reached the chronological age of adulthood specified by law.

*These comments are summary statements that reflect the analysis by the project staff; an italicized comment indicates that it was submitted by a participant in the Delphi process.

TERM	adult education
DELPHI DEFINITION	A process by which the instructional needs of adults, as perceived by themselves or others, are met through organized learning experiences.
COMMENTS	If education is a process, then adult education is a process. (Agreement with Delphi definition on this point.) Instructional needs are not the only relevant needs met by adult education; the term "instructional" is too restrictive. The phrase "as perceived by themselves or others" is superfluous; no other perception is possible. Learning experiences need not be "organized" (see the following comment); "organized" and "instructional" are both too restrictive. Current definitions for this term differ vastly depending on the philosophy implicit in usage. The Delphi definition, while having an acceptable degree of consensual agreement, is not broad enough to accommodate all the usages necessary for reliable data collection and communication. A definition is needed that will encompass all philosophies.
RECOMMENDED DEFINITION	Education for adults. (Refer to definitions for "adult" and "education" in this section.)

TERM	appraisal
DELPHI DEFINITION	A general evaluation of an activity, program, experience, or achievement, often semi-intuitive and of limited sophistication.

[For a full analysis of this term, refer to pp. III-14 through 23.]

TERM	assessment
DELPHI DEFINITION	The process of measuring change which has been incurred by an educational experience.

[For a full analysis of this term, refer to pp. III-14 and III-18.]

TERM	attitude change
DELPHI DEFINITION	Some degree of change in the internalized or personalized "feelings" one has about persons, places, things, or events. Although the change presents a shift in the individual's "position," it may shift in either a negative or a positive direction from the original one.
COMMENTS	Eliminate quotation marks from any definition. The second sentence is superfluous. "Internalized" and "personalized" seem redundant. Eliminate the word "change" from the definition; it is part of the term to be defined. Possible alternatives are "movement" and "alteration." The Delphi definition is unnecessarily restricted to individual attitudes.
RECOMMENDED DEFINITION	An alteration in an individual's or a group's position in relation to a frame of reference.

TERM	career
DELPHI DEFINITION	One's progress through life; one's advancement or achievement in a particular vocation or profession to which one gives a professional and personal commitment.

COMMENTS	"One's" is not good usage in the sense that it doesn't conform to other definitions that are less personal. The first clause is too general. The second clause indicates growth that doesn't always occur. The second clause also reflects a type of commitment not always necessary or present. Nonetheless, the definition does and should reflect the changing perspective of "career" as a concept no longer limited to a single, static, occupational or professional role.
RECOMMENDED DEFINITION	A continuing occupational role or a sequence of occupational roles.

TERM	consultant
DELPHI DEFINITION	Resource person available for expert or professional advice in the solution of a problem or achievement of a goal.
COMMENTS	Agreement with the Delphi definition of a "consultant" as a "resource person." (See analysis of "resource person" in this section.) More specifically, "consultant" should be defined in the context of resource person: a consultant is a specific type of resource person. The modifier "expert" used in the Delphi definition is too ambiguous. "Advice" is too narrow; it refers to only one method of giving assistance and can hardly be used totally to define a consultant's role. The phrase, "in the solution of a problem or achievement of a goal," is too restrictive; these functions are not the only functions of a consultant.

RECOMMENDED DEFINITION	A professional resource person. (Refer to definition for "resource person" in this section.)
TERM	continuing education
DELPHI DEFINITION	Any purposeful effort toward self-development carried on by an individual without direct legal compulsion and without such efforts becoming his major field of activity, with emphasis on university senior level efforts to provide this education.
COMMENTS	*The issue of "legal compulsion" becomes difficult to define.**
	This term has acquired a specific meaning reflected by the definition in Good's *Dictionary of Education*. This definition reads: "(1) Any extension of opportunities for reading, study, and training to young persons and adults following their completion of or withdrawal from full-time school and college programs; (2) education for adults provided by special school centers, colleges, or institutions that emphasizes flexible rather than traditional or academic programs." °
	Generally our Delphi definers supported the Good definition. To the extent that "education" is seen as synonomous with "schooling" this definition is appropriate.
RECOMMENDED DEFINITION	A series of learning experiences following termination of formal schooling.

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*See footnote on p. A-3.

°*Dictionary of Education*, ed. Carter V. Good (McGraw-Hill, New York, 1959), p.127.

TERM	data
DELPHI DEFINITION	Useful facts or information used in making decisions and drawing conclusions.
COMMENTS	*Facts are a type of information! Why be redundant or list only one type of information?**
	"Useful" is redundant in the context of the Delphi definition.
	"Used in making decisions and drawing conclusions" is unnecessarily restrictive. Data need not be used for these purposes exclusively and, in fact, need not be "used" at all.
RECOMMENDED DEFINITION	Items of information.

TERM	diagnosis
DELPHI DEFINITION	(1) The process of procedure of determining the nature of a problem or disorder. (2) A professional judgment made concerning a problem and possible solutions using tests and other appropriate devices.

[For a full analysis of this term, refer to pp. III-15 through 18.]

TERM	education
DELPHI DEFINITION	Any purposeful effort toward self-development carried on by an individual or that is planned to afford man the opportunity continually to structure and restructure his cognitive and affective worlds.

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*See footnote on p. A-3.

COMMENTS	It is interesting to note that the term "education" has not been previously defined in any of the existing handbooks, except as a subject to be studied in a social sciences/ social studies curriculum. However, reviewing the contextual usage of the term in existing handbooks, we conclude that it is most often used as synonomous with "schooling." We will attempt to distinguish between the two in our recommended definition. Two of the Delphi definers requested the addition of "psychomotor" to "cognitive and affective worlds." The term "education" is often used to indicate a product rather than or as well as a process. ("How much education do you have?") What is really meant by education in this context is "knowledge" or "ability" or "schooling." Education is a process having to do with learning rather than a product having to do with credentials. In PART III of this document, one of our major category headings, *Learning Experience*, is defined as *a set of interactions between a participant and a facilitative environment that results in progress toward an educational objective*. As a process, "education" should be defined in terms of *learning experiences*. We view it as a generic term.
RECOMMENDED DEFINITION	A process in which an individual engages in a set of learning experiences.
TERM	environment
DELPHI DEFINITION	The conditions -- physical, social, cultural, and psychological -- that act upon and influence the life of an individual, group or community.

COMMENTS	"Act upon" has an active/passive connotation. Interaction more appropriately describes the nature of the relationship between a focal element and its environment. This definition is generally too restrictive. The list of possible environmental contents and influences is endless.
RECOMMENDED DEFINITION	Those elements and forces of an interactive system exclusive of a focal element.

TERM	evaluation
DELPHI DEFINITION	An appraisal of an activity seeking to measure the extent to which the activity attained the objectives set forth.

[For a full analysis of this term, refer to pp. III-18 through 20.]

TERM	experiential learning
DELPHI DEFINITION	The active involvement and participation of the learner in a contrived or actual exercise that requires the learner to respond covertly or overtly. The learning activity is planned to provide the learner opportunity actually to experience that which is to be learned.
COMMENTS	"Active involvement" and "participation" are redundant. A "contrived" exercise can only be experiential with regard to the contrivance. The qualifying modifiers, "covertly" and "overtly" are unnecessary for they are the only two means of responding. Further, the inclusion of required response as a condition of experiential learning is superfluous. If learning takes place there must be a response.

The second sentence of the Delphi definition is too restrictive. Referring back to our analysis of "learning" (See pp.III-30-III-32), learning is the selective internalization of information and the building of new structures resulting from information interchange. Using this frame of reference, a learning activity need not be "planned," especially in the context of experiential learning. An environment can be provided, but the learning that takes place within that environment becomes a highly personalized process.

The second part of the last sentence, "actually to experience that which is to be learned" contradicts the notion of simulation or a "contrived exercise" presented in the first sentence of the definition.

We feel that there are two distinctions to be made in this definition: the first is made clear in the Delphi definition -- interactive as opposed to passive learning; the second is posed but unresolved by the Delphi definition -- technique as opposed to process. That is, is experiential learning simply a method used to facilitate learning, or is it also, and more important, a process in which learning has taken place? In an attempt to reconcile these questions, we recommend the following definition:

RECOMMENDED DEFINITION

Direct interaction of the learner with that which is learned.

TERM

feedback

DELPHI DEFINITION

A process by which useful data on a graduate or aspect of a program or activity is (*sic*) made available to the individuals responsible for the program/activity or process. It is a corrective loop whereby information on a program, product or activity is recycled for program improvement and renewal.

COMMENTS	The first sentence of this definition is too restrictive. The concept of "a corrective loop whereby information is recycled" in the second sentence of the Delphi definition is a good one. However, the entire sentence is too narrow. Refer to the extensive discussion of "feedback" with diagrams in the Introduction of PART III of this document.
RECOMMENDED DEFINITION	The process by which some part of the output of a system is returned to the input so as to report discrepancies between actual and intended conditions and therefore to allow for systemic self-correction.

TERM	functional illiteracy
DELPHI DEFINITION	A quality attributed to an individual who lacks one or a combination of basic skills necessary to communicate effectively in written or arithmetic forms.
COMMENTS	The meaning of the term "functional" is wholly dependent on cultural context. *It is questionable if "quality" is the proper word to be used in this definition.* The "quality" or "characteristic" here is the lack of basic skills. "Functional illiteracy" is a label used to classify this particular "quality" or "characteristic." *This definition lacks a meaningful definition of the term "communicate effectively."* The term is ambiguous. "Effectively" is like "functional" in that both are dependent on cultural context. Our research of current usage indicates that this term usually relates to verbal or reading skills.

RECOMMENDED DEFINITION	A label used to describe the condition of an individual who lacks one or a combination of basic skills, usually verbal.
TERM	lifelong learning
DELPHI DEFINITION	The process by which an adult continues to acquire, in a conscious manner, formal or informal education throughout his life span, either to maintain and improve his vocational viability or for his personal development.
COMMENTS	*"The process by which an adult continues to acquire" -- this misses the whole point! Lifelong learning is the systematic, sequential development of an individual's capacities from birth to death. The concept challenges the dichotomization of youth education and adult education.* "In a conscious manner" ignores the realities and values of incidental, latent and other forms of unconscious learning. "Education" is not a product to be acquired (See our analysis of the term "education" in this section); education is a process. The last clause is superfluous. Refer to the quotation from Dr. Jerome Bruner, which begins this document.
RECOMMENDED DEFINITION	Education from birth to death. (Refer to the definition for "education" in this section.)
TERM	norm
DELPHI DEFINITION	(1) A standard of performance; (2) the level of achievement or performance of the modal group of a population.

COMMENTS	The Delphi definition is generally adequate. For a more thorough and incisive treatment, we recommend the definition in Good's *Dictionary of Education*.
RECOMMENDED DEFINITION	"(1) The standard or criterion for judgment; (2) in axiology, a standard for judging value; (3) in logic, a rule of valid inference; (4) in psychology, a statistical average; (5) in philosophy, an ideal of excellence." *

TERM	objective
DELPHI DEFINITION	Aim or purpose of a course of action.

[For a full analysis of this term, refer to pp.111-16 through 19.]

TERM	participant
DELPHI DEFINITION	A person who takes an active part in an educational activity.

[For a full analysis of this term, refer to pp. 111 37 through 45.]

TERM	resource
DELPHI DEFINITION	Factors, men and materials, that are needed and of value when used for desired ends.

Dictionary of Education, ed. Carter V. Good (McGraw-Hill, New York, 1959), p.367.

COMMENTS	"Men and materials" are "factors," and the phrase is therefore unnecessary. If factors are needed, then they are of value. Resources may be used for unspecified ends.
RECOMMENDED DEFINITION	A factor whose characteristics appear to be of value in helping to meet needs.

TERM	resource person
DELPHI DEFINITION	An individual whose experience and knowledge are of value in helping to plan, to operate efficiently, and to meet and solve problems.
COMMENTS	"Experience and knowledge" are not the only desirable characteristics of a resource person. "Ability" should be added to round out the definition. The "experience, knowledge" or ability of a resource person are not necessarily always "of value." The phrase "of value" relates to expectations and desirability. The last part of the definition beginning with "helping to plan..." is too specific without being exhaustive.
RECOMMENDED DEFINITION	An individual whose experience, knowledge or ability appear to be of value in helping to meet needs.

TERM	sponsor
DELPHI DEFINITION	To lend the prestige, encouragement and at times the administrative organization necessary to increase the possibility of the success of the program.

COMMENTS

This definition is based on the use of the term as a verb. Its use as a noun should also be recognized.

This definition refers to limited functions of a sponsor; for example a sponsor often provides financial resources as well.

"Lend" does not seem to connote adequately the full role of a sponsor.

Some sponsors may in fact decrease the possibility of success of a given program; moreover success of a program does not seem to be an appropriate criterion to define a sponsor.

RECOMMENDED DEFINITION

(1) [verb] To support and be responsible for a set of interactions. (2) [noun] An entity that supports and is responsible for a set of interactions.

APPENDIX B

PARTIAL LIST OF ACCUMULATED TERMS RELEVANT TO ADULT/CONTINUING EDUCATION

ability grouping
abstracting
academic education
academic freedom
academic standards
acceleration
acceptance
acceptance needs
accident prevention
accountability
accounting
accreditation
acculturation
achievement
achievement needs
achievement tests
acting being
action research
action sequence
activities
activity learning
actual
actors
adaptive action
adjustment
administration
administrative agencies
administrative organization
administrative personnel
administrative policy
administrative principles
administrator attitudes
administrator qualifications
administrator responsibility
administrator role
administrators
admission criteria
adolescents
adoption
adult basic education
adult education
adult education programs
adult educators
adult farmer education
adult leaders
adult learning
adult literacy
adult programs
adults
adult students
adult vocational education
advanced placement
adverse consequences
advisory committees
advisory council
aerospace technology
affiliation need
African American studies
African culture
after work programs
age
age differences
age groups
agencies
agenda
aggression
agricultural education
agricultural engineering
agricultural extension
agricultural occupations
agricultural machinery
agricultural machinery occupations
agricultural personnel
agricultural production
ancillary services
andragogy
appraisal
area studies
assessment
associative learning

attention span
attitude change
attitudes
attitude tests
audience participation
audience reaction team
audiences
audiolingual methods
audiovisual aids
audiovisual centers
audiovisual communication
audiovisual instruction
audiovisual programs
audition
auditory perception
auditory training
aural learning
authenticity
authoritarian management
authority
autocrat
autoinstructional methods
autoinstructional programs
automation
auto mechanics
awareness
aviation mechanics
aviation technology
aviation training
bachelors degrees
banking
basic skills
beginning reading
behavior
behavioral objective
behavioral pattern
behavioral sciences
behavior change
behavior development
behavior patterns
behavior problems
behavior rating scales
behavior standards
behavior theories
beliefs
biblical literature
bibliographies
bilingual schools
biographies
biological influences
biological sciences
blue collar occupations
board of directors
board of education role
bookkeeping
book reviews
books
boundary maintenance
Bracero programs
brainstorming
branching
brick industry
bricklaying
broadcast industry
broadcast reception equipment
broadcast television
budgeting
budgets
suffet and cafeteria learning
building design
building operation
building trades
bulletins
bureaucracy
business
business administration education
business correspondence
business cycles
business education
business game
business responsibility
business skills
buzz group
camping
Canadian Indians
career
career change
career choice
career development
career education
career opportunities
career planning
carpenters

carpentry
cartoons
case
case studies
catalogs
Catholics
Caucasians
cause jump
censorship
census figures
centralization
centralized
ceramics
certificate of completion
certified public accountants
certified trained worker
change agents
changing sttitudes
chairman
character education
chartpad
charts
chautauquas
check lists
chemical industry
chemistry
chemists
chief administrators
child care
child development
child rearing
children
child welfare
Chinese American
churches
church membership
church programs
church related colleges
church responsibility
church role
church workers
citizen participation
citizen pupulation
citizen role
citizens councils
citizenship
citizenship responsibility
city government
city officials
city planning
city problems
civil defense
civil rights
classes
classical languages
classic case
classification
class organization
classroom participation
classroom techniques
class size
clearinghouse
clergymen
clerical occupations
clerical workers
clientele
client instructor
client systems
clinical diagnosis
clinics
clock hour
closed circuit television
clothing
close procedure
clubs
coaching
cocurricular activities
coding
cognitive ability
cognitive development
cognitive measurement
cognitive processes
coleader
collective bargaining
collective settlements
college admission
college attendance
college cooperation
college credits
college curriculum
college entrance examinations
college faculty
college graduates

college instruction
college
college majors
college preparation
college programs
college role
colleges
college school cooperation
college students
colloquy
Colonialism
color television
commercial television
committees
common language
communication
communication, pattern of
communication problems
communications
communication satellites
communication skills
communication theory
communism
community
community action
community agencies
community benefits
community center
community change
community characteristics
community colleges
community consultants
community coordination
community development
community education
community health services
community schools
community services
commuting students
comparative education
competency
complexity level
computer science
concept formation
conferences
consultants
consumer education
consumer science
content
content analysis
contingent action
continuation education
continuing education
continuing education centers
continuous learning
contracts
control
control groups
controlling
controlled environment
convention
conventional instruction
cooking instruction
cooperative education
cooperative extension
cooperative planning
cooperative programs
cooperatives
cooperative teaching
coordinators
coordination
core curriculum
correctional education
corrective action
corrective institutions
correlation
correspondence courses
correspondence education
correspondence schools
correspondence study
cost effectiveness
costs
counseling
counseling centers
counseling effectiveness
counseling goals
counseling programs
counseling services
counseling theory
counselor evaluation
counselors
counselor training
county officials
county school systems

course content
course descriptions
course evaluation
course length
course, management
course objectives
course organization
courses
court cases
courts
craftsmen
creative
creative activities
creative art
creative problem solving
creative teaching
creative thinking
creative writing
creativity
credit
credit by examination
credit courses
credit programs
credits
crime
criminals
criteria
critical area
critical incidents method
critical path
critical thinking
critique
cross cultural training
cultural activities
cultural awareness
cultural background
cultural centers
cultural context
cultural differences
cultural diffusion
cultural enrichment
cultural environment
cultural factors
cultural isolation
culturally disadvantaged
cultural pluralism
cultural structure
culture
culture conflict
culture contact
culture free tests
curiosity
curriculum
curriculum development
curriculum guides
curriculum planning
custodian training
cut and try
cybernetics
dairymen
dance
data
data analysis
data collection
data presentation
data processing
data sheets
day care programs
daytime programs
debate
decentralization
decision
decision analysis
decision making
decision statement
decision trees
decoding
deductive methods
definitions
degree programs
degree requirements
degrees
delinquency
delinquency prevention
delinquent rehabilitation
delinquents
democracy
democratic values
demography
demonstration
demonstration programs
descriptive evaluation
developmental education
diagnosis
disadvantaged person
discovery learning
discussion groups
doctoral programs

dramatics
driver education
drop in
drop out
dropout characteristics
dropout prevention
dropout programs
dropout rate
dropout research
dropouts
drug rehabilitation
early adopters
early childhood education
early majority
ecological factors
ecology
economically disadvantaged
economic climate
economic development
economic disadvantagement
economic factors
economic progress
economic research
economics
education
educational administration
educational attitudes
educational background
educational benefits
educational certificates
educational change
educational coordination
educational counseling
educational demand
educational diagnosis
educational disadvantagement
educational discrimination
educational environment
educational equipment
educational experience
educational exploration
educational facilities
educational needs
educational objectives
educational programs
electromechanical technology
elements
emotional development
emotional experience
emotionally disturbed children
emotional problems
empathy
employability skills
employee responsibility
employees
employer attitudes
employer employee relationship
employment
employment experience
employment interviews
employment level
employment opportunities
employment patterns
employment potential
employment practices
employment problems
employment programs
employment qualifications
employment services
employment statistics
employment trends
encoding
encounter group
end, goal or objective
engagement
engineering
engineering drawing
engineering education
engineers
English
English instruction
enlisted men
enrichment programs
enrollee
enrollment
enrollment influences
enrollment projections
enrollment trends
environment
environmental influences
equal opportunities
equipment
equipment evaluation
equipment maintenance

equipment manufacturers
equipment standards
equipment utilization
equivalency education
equivalency tests
ergonomics
error rate
Eskimos
estate planning
estimated costs
ethical values
ethnic groups
ethnic relations
ethnic stereotypes
Eupsychian
evaluation
evaluation criteria
evaluation methods
evaluation techniques
evening classes
evening colleges
evening programs
examinations
examiners
exceptional children
exchange programs
executive committee
executive development
executives
exhibits
expectation
expenditures
experience
experiential learning
experimental groups
experimental programs
experimental psychology
experimental studies
experimental teaching
exports
extend the fix
extension agents
extension center
extension education
external evaluation
facilitator
facilities
factor analysis
factor structure
faculty
faculty evaluation
faculty integration
faculty recruitment
failure factors
fallout shelters
family
family attitudes
family background
family environment
family group
family planning
family problems
family relationship
family status
family structure
farmers
farm labor
farm management
farm occupations
farm visits
fatherless families
fathers
fear
feasibility studies
federal agencies
federal aid
federal government
federal legislation
federal programs
federal state relationship
feedback
fellowships
felt needs
females
fertilizers
field crops
field experience programs
field instruction
field interviews
field trips
films
financial services
follow-up studies
forced choice technique
foreign students
forums

free school
French
friendship
fringe benefits
functional illiteracy
functional literacy
functional objective
functional reading
fundamental concepts
fundamental education
furniture industry
games, educational
game theory
gaming
Gannt chart
gatekeeping
general education
geographic distribution
geographic locations
geographic regions
geography
geriatrics
German
Germans
gerontology
ghettos
gifted
glass
glossaries
goal orientation
goals
governance
governing boards
government
governmental structure
government employees
government role
grade (1-9)
grade equivalent scales
grade levels
grades
graduates
graduate students
graduate study
graduate surveys
graduation requirements
grammar
grants
graphic arts
graphs
grid, managerial
grievance procedures
grounds keepers
group activities
group behavior
group counseling
group discussion
group dynamics
group experience
group guidance
grouping
group instruction
group membership
group norms
group participant
group process
group relations
groups
group structure
group tests
group therapy
growth
growth factor
growth patterns
guessing
guidance
guidance counseling
guidance services
guided study
guidelines
guides
halfway house
handicapped
handicrafts
handwriting
hardcore
heads of households
health
health activities
health education
health occupations education
health personnel
health programs
health services
hearing loss
Hebrew

helper
helping relationship
here and now
heredity
heterogeneous grouping
heuristic
high achievers
higher adult education
higher education
high school completion
high school curriculum
high school diplomas
high school equivalency
high school graduates
high schools
high school students
historical evaluation
historical reviews
history
home economics
home economics education
home instruction
homemaking education
homemaking skills
home management
home programs
home study
home visits
home work
homogeneous grouping
horses
horticulture
hospital personnel
hospitals
hospital schools
hotels
housewives
housing
housing deficiencies
housing needs
human development
human dignity
human engineering
humanistic learning
humanities
humanities instruction
human relations
human relations programs
human resources
human rights
human services
hygiene
idea inventory
identification
illegitimate power
illiteracy
illiterate adults
illustrated lecture
imagination
immaturity
immigrants
in-basket exercise
incentive grants
incentive systems
incidental learning
incident process
income
independent reading
independent study
indexes
Indians
indigenous personnel
individual characteristics
individual counseling
individual development
individual differences
individual instruction
individualized
individualized curriculum
individualized programs
individual needs
individual power
individual psychology
individal study
inductive methods
industrial arts
industrial education
information centers
inner-city resident
innovative course
inservice education
institutes
institutional training
instructional staff
instructional technology
instructional television

instruction location
instructor
instructor coordinators
instrumentation
instrumentation technicians
instrument flying skills
insurance
insurance occupations
insurance programs
integrated curriculum
intellectual development
intelligence
intelligence differences
intelligence factors
intelligence quotient
intelligence tests
interaction
interaction process analysis
interagency cooperation
interagency coordination
intercommunication
intercultural programs
interdisciplinary approach
interfaced relationship
interest research
interests
interest scales
interest tests
interfaith relations
interference
intergroup relations
interim action
interinstitutional cooperation
intern
internal evaluation
internalization
interpersonal competence
interpersonal relationship
intervals
intervention
interviews
investigations
investment
involvement
issue
Italian Americans
item analysis
Jews
job analysis
job application
job development
job layoff
job placement
job ready
job rotation
job satisfaction
job skills
job tenure
job training
journalism
journeymen
junior colleges
junior high schools
Kibbutzim
knowledge
knowledge level
lab groups
laboratory
laboratory approach
laboratory schools
laboratory techniques
laboratory technology
laboratory training
labor education
laborers
labor force
labor force nonparticipants
labor legislation
labor market
labor problems
labor standards
labor turnover
labor unions
laggards
laissez-faire
land grant universities
landlords
landscaping
land settlement
land use
language arts
language development
language enrichment
language handicaps
language laboratories
language programs

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language skills
language standardization
language teachers
language tests
large group instruction
law enforcement
law instruction
laws
lawyers
laymen
leader
leader participation
leaders guides
leadership
leadership qualities
leadership responsibility
leadership styles
leadership training
lead teacher
learning
learning community
learning difficulties
learning experience
learning group
learning laboratories
learning motivation
learning plateaus
learning processes
learning rate
learning readiness
learning specialists
learning theories
lecture
lecture series
legal aid
leveling
liberal education
library education
library science
lifelong education
listening groups
literacy classes
literacy education
longitudinal studies
long-range planning
low-achievers
low level aspiration
maintenance
majority
males
management
management by objectives
management by exception
management development
management education
management games
management organization
management styles
manager
managerial skills
man days
manpower
manpower development
manpower needs
manpower utilization
manuals
manufacturing industry
map skills
marital status
marketing
marksmanship
marriage
mass instruction
mass media
master plans
master process of social systems
masters degrees
masters programs
masters theses
master tapes
material development
mathematical models
mathematics
mathematics instruction
maturation
mature adults
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maturity tests
measurement
measure of change
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micro-lab
migrant education
military science

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mix
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mobility
models
moderator
modern languages
money management
morale
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mores
most probable cause
mothers
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motivation techniques
motives
motor vehicles
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multimedia instruction
multi-occupational training
multiple choice tests
municipalities
museums
music
music activities
music education
narcotics
national defense
nationalism
national norms
national organizations
national programs
national surveys
natural resources
natural sciences
navigation
need gratification
needle trades
needs
negative attitudes
Negro achievement
Negro colleges
Negro education
Negro employment
Negroes
Negro history
Negro leadership
Negro students
Negro teachers
neighborhood
neighborhood centers
neighborhood improvement
network plan
networks
neurology
neurosis
new careers
new literates
newsletters
new media
newspapers
night schools
noise
nomads
nonauthoritarian classes
noncredit courses
non-degree credit
non-degree program
non-directive counseling
non-English speaking
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nonverbal communication
nonverbal tests
non-western civilization
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nuclear warfare
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paired associate learning
panels
paradigm
paramedical occupations
paraprofessional
parental aspirations
parental background
parent attitudes
parent child relationship
parent counseling
parent education
parent influence
parent participation
parent responsibility
parent role
parents
parent school relationship
parent workshops
parking facilities
parliamentary procedures
parochial schools
parolees
parole officers
part-time farmers
part-time jobs
part-time students
part-time study
part-time teachers
participant
participant characteristics
participant evaluation
participant involvement
participant satisfaction
participation
participative management
pathology
patients
pediatrics training
peer evaluation
peer groups
peer relationship
perception
perception tests
perceptual development
perceptual motor coordination
perceptual motor learning
performance
performance appraisal
performance criteria
performance factors
performance goal
performance objective
performance review
performance tests
periodicals
permanent education
permissive environment
persistence
personal adjustment
personal care homes
personal development program
personal growth
personal interests
personality
personality assessment
personality change
personality development
personality studies
personality tests
personality theories
personal values
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personnel data
personnel development
philosophy
phonetics
phonograph records
photographs
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physical characteristics
physical education
physical environment
physical facilities
physical fitness
physical health
physical sciences
planetarium
planning process
police community relationship
political science
poly-occupational training
population distribution
positive deviation
post doctoral education
poverty programs
power

practice teaching
preachers
prediction
predictive ability
predictive measurement
predictive validity
preference
pre-job training
prereading experience
preschool children
preschool programs
preservice education
presidents
pretesting
pretests
preventive medicine
priests
primary education
principals
printing
priorities
prisoners
private agencies
private colleges
private financial support
private schools
probability
probation officers
problem, educational
problems
problem sets
problem solving
procedure
process
process level
process of planning
product level
product evaluation
production techniques
productive living
productive thinking
productivity
professional associations
professional competence
professional continuing education
professional development
professional education
professional occupations
professional personnel
professional recognition
professional services
professional staff
professional status
professional training
professors
program administration
program attitudes
program committee
program content
program coordination
program costs
program descriptions
program design
program development
program director
program effectiveness
program evaluation
program guides
program improvement
program length
program objective
program planning
program, printed
program proposals
programmed instruction
programmed materials
programmed texts
programmers
programming
programming problems
programs
project applications
projection equipment
projects
promotion
prompting
pronunciation
propaganda
proprietary schools
Protestants
provincial government
psychiatric hospitals
psychiatric services
psychiatrists
psychiatry
psychic copulation

psychoeducational processes
psychomotor skills
public administration education
public education
public school adult education
pyramid organization
quality points
question-and-answer method
radio technology
rank, social
rap session
rating scales
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reading
reading ability
reading achievement
reading assignments
reading comprehension
reading consultants
reading diagnosis
reading difficulty
reading habits
reading improvement
reading instruction
reading interests
reading level
reading materials
reading material selection
reading programs
reading readiness tests
reading research
reading skills
reading speed
reading tests
reality testing
real needs
recall
receiver
receptionists
recidivism
recorder
record keeping
records
recreation
recreational activities
recreational facilities
recreational programs
recreational reading
recruitment
re-entry
reference materials
referral
refresher courses
refugees
regional cooperation
regional dialects
regional planning
regional programs
registrant
registration
registration fee
rehabilitation
rehabilitation programs
reinforcement
rejection
related instruction
released time
relevance
reliability
religion
religious agencies
religious attitudes
religious beliefs
religious cultural groups
religious differences
religious education
religious organization
relocation
remedial education
remedial instruction
remedial reading
remedial reading programs
research
research and development centers
research criteria
research design
researchers
research methodology
research needs
residential centers
resource
resource person
response mode
retraining
role playing
rural education

sampling
scheduling
schema
scholarships
school administration
school attendance laws
school attitudes
school buildings
school community cooperation
school community relationship
school demography
school districts
school holding power
school industry relationship
school integration
school involvement
school location
school personnel
school policy
school publications
schools
school schedules
school superintendents
school supervision
school surveys
school visitations
science activities
science courses
science education
science laboratories
sciences
science teachers
scientific methodology
scientists
screening
screening panel
screening
tests
seamen
seasonal employment
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secondary school
second language learning
secretaries
selection
self actualization
self concept
self control
self directed groups
self evaluation
self expression
self help programs
self inquiry
self teaching
semantics
seminars
semi-skilled occupations
semi-skilled workers
sender
sensitivity training
sentence structure
sentiment
sequence of learning activity
sequential approach
sequential learning
sequential programs
service education
service occupations
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set theory
setting
settlement houses
sewing instruction
sex differences
sex education
shared services
sheet metal work
sheltered environment
shop curriculum
shop sponsor
short courses
simulated environment
simulation
simulation exercies
simulators
singing
skill centers
skill training
small group instruction
social change
social planning
social relations
social status
social systems
sociocultural patterns
socioeconomic status
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Spanish Americans
Spanish speaking
special degree programs
special education
specialists
specialization
special libraries
special services
specialty schools
speeches
speech improvement
speech instruction
speech sampling
speech skills
speed reading
spelling
sponsor
sponsoring agent
Spontaneous behavior
staff
staff improvement
staff orientation
staff role
standardized tests
standards
state agencies
state aid
state colleges
state curriculum guides
state departments of education
state federal support
state government
state laws
state legislation
state officials
state programs
state standards
state surveys
state universities
statistical data
status
stereotypes
structured groups
student evaluation
student participation
student services
student teachers
study materials
study skills
subculture
subject
subjective evaluation
subject-matter
subordinate relationship
subprofessionals
sub-technique
suburbs
success factors
suicide
suicide prevention
summer programs
summer schools
summer workshops
supervision
supervisor qualifications
supervisors
supervisory methods
supervisory training
supplementary education
supplementary reading materials
supplementary textbooks
support
surveys
swimming
syllables
symbolic language
symbolic learning
symposia
Synectics
systemic linkage
systems analysis
systems approach
systems concepts
systems development
tachistoscopes
tactual perception
tape recorders
taxonomy
teacher
teacher education
teacher colleges
teaching
teaching machines
teaching methods
team teaching
technical education

techniques
technological advancement
technology
teenagers
telecourses
telephone communications industry
telephone communication systems
telephone instruction
televised instruction
television
television commercials
television curriculum
television research
television surveys
television viewing
temporary systems
tenure
terminal education
termination
test construction
testing
testing problems
testing programs
testing services
test interpretation
test reliability
test results
T-groups
trade associations
training
training systems
transfer students
tuition
undereducated
underprivileged
unemployed
unfelt need
universities
university extension
up-grading
urban education
urban extension
urban renewal
urban universities
validity
values
verbal learning
vertical organization
veterans
veterans education
veterinary medicine
video tape recordings
viewing groups
viewing time
violence
vision
visiting homemakers
visual arts
visual discrimination
visual learning
visual perception
visual stimuli
vocabulary
vocabulary development
vocabulary skills
vocational education
vocational training
vocational oriented basic education
volunteers
work attitudes
work experience programs
work group
workshops
work study programs
young farmer education
youth programs

APPENDIX C

THE DELPHI PROCESS: OPERATION AND OUTCOMES

The Delphi technique "is a method for the systematic solicitation and collection of expert opinions."* It is a survey technique most applicable to decision-making processes requiring informed judgment and opinion in situations in which many diverse factors of undetermined relative weights must be considered.

The Delphi technique abandons the traditional approach of reaching a consensus by group discussion and debate. It relies instead on individual participation through a planned sequence of written inquiries accompanied by information and feedback from other participants in previous sequences. This process allows each participant the advantages of group feedback (*e.g.*, overlooked elements, the opportunity for re-evaluation and change, a broader perspective, new information) while eliminating the disadvantages of group discussion (*e.g.*, dominant personality persuasion, ego attachment to a publicly expressed viewpoint, the psychological impact of majority opinion).

Our decision to use the Delphi technique resulted from the cooperative nature of this project and the desire for full field involvement. In preparation, we began collecting terms for defining and names of specialists to do the defining. We used several sources in our efforts to collect terms. First priority was given to terms submitted by members of the Office of Education Standing Committee, since one of the primary objectives of this project

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*Olaf Helmer, *The Use of the Delphi Technique in Problems of Educational Innovations* (The Rand Corporation, Santa Monica, California, 1966), p. 1

was to define terms that would facilitate their collection and interpretation of data. Terms suggested by members of the National Advisory Committee received second priority. Third priority was assigned to terms suggested by our consultants. And finally, terms selected from the literature by the project staff completed the collection. We concluded with 240 terms to be defined (forty terms assigned to each of the six categories we had at that time) and 108 specialists in the field of adult/ continuing education who were chosen as definers (eighteen for each of the six categories). Our six categories were:

- Evaluation
- Facilitation
- Learning Experience
- Needs
- Participants
- Philosophy

In accordance with our priorities, 33 1/3% of the 240 terms were obtained from suggestions of the Standing Committee, 46 2/3% from the National Advisory Committee, 7½% from our consultants, and 12½% from the literature. These figures do not reflect the significant degree of overlap in the terms obtained from the various sources.

As mentioned previously, the 240 terms were divided into six groups of forty terms each in accordance with the six categories we then had. The definers were divided into six groups of eighteen each. Thus, for each category, there were forty terms and eighteen definers. Each definer was assigned sixteen of the forty terms to define. A one-half overlap was built into these

assignments so that we could obtain six to eight definitions for each term, if there were 100% response.

The Delphi process we used contained three rounds. In the first round, a set of sixteen terms was sent to each of the 108 definers with an accompanying letter explaining the process, the project, and what would be required of him as a definer in the process. In this round, each definer was asked to define each of the sixteen terms assigned to him to the best of his ability, using any resource he wished provided it was referenced. Because of our time constraints, we had been unable to contact each of the specialists before actually beginning the process to invite and then confirm participation. The invitation had to be built into the first round of the process itself, and we anticipated considerable attrition at this stage, as much as 50%. We were surprised and pleased to find that only 36 of the original 108 were unable to participate, and almost all of those 36 pleaded legitimate schedule constraints as opposed to lack of interest. As a side observation, even those who were unable to participate were interested in both the process and the results. As a result of round one, we had 72 definers for the next round and definitions for each of the 240 terms. The number of definitions for each term varied from two to eight, with an average of four definitions per term.

In round two of the Delphi process, the definers were sent all of the submitted definitions including their own, for each of the 16 terms originally assigned to them. They were asked to rank the definitions for each term in the order of their preference. They were also asked for any comments they might have regarding any definition or questions they might have regarding the

process. When the results were returned, we determined the mean rating for each definition and, consequently, the consensual definition for each term.

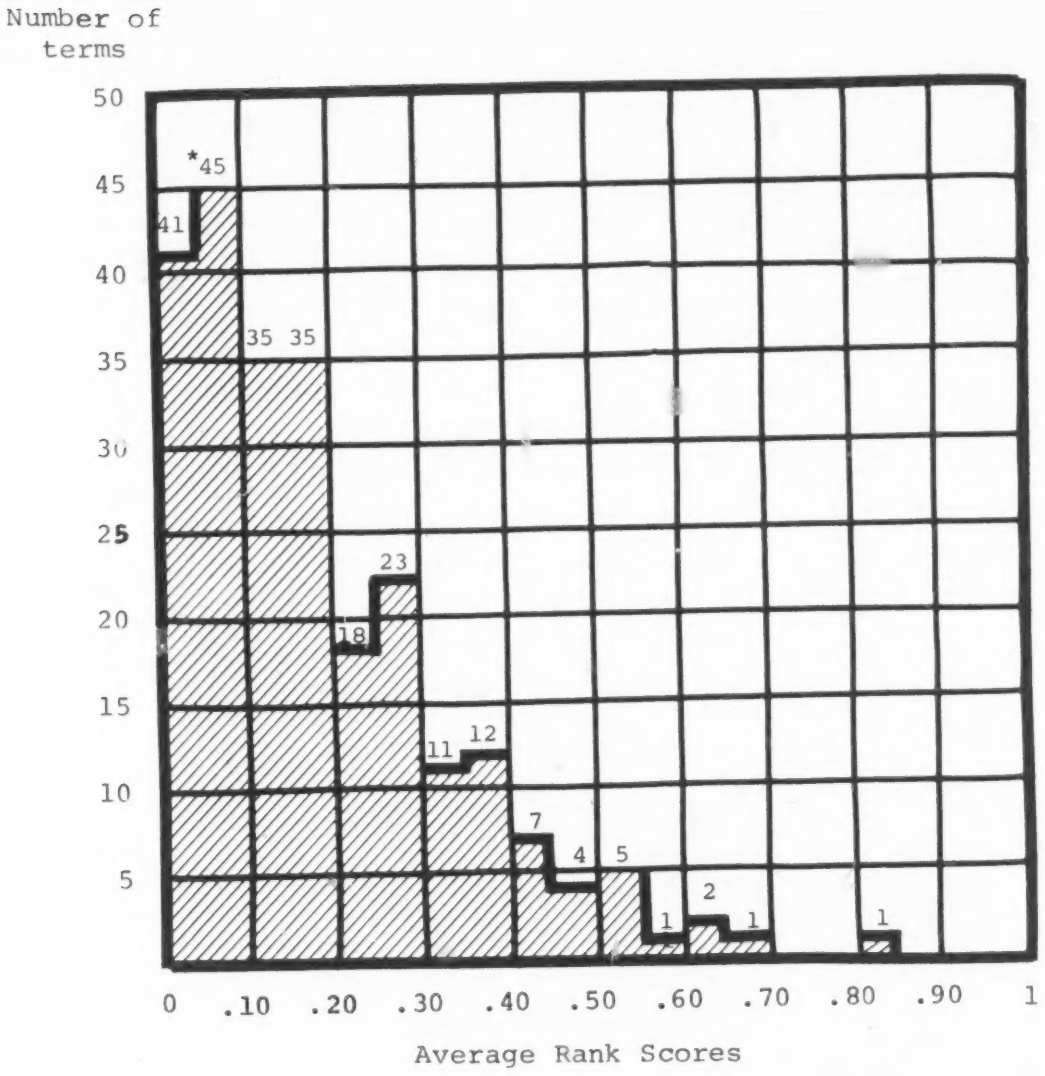
In the third round, the consensual definition from the second round, which in some cases was the combination of two definitions with the same score, was sent to each of the participants for his sixteen assigned terms. He was asked to rank these consensual definitions on a scale of agreement from one to ten, with one representing total agreement and ten representing total disagreement. Detailed final comments were also solicited.

At the end of this round, we determined the average rank score for each consensual definition. Terms whose definitions received an average rank score above 0.40 were judged to have an insufficient degree of agreement to support a consensual definition. All the terms and Delphi definitions accompanied by their average rank scores appear in PART III, Chapter 4 of this document. The following table summarizes our Delphi process.

Round	Task	Number Queried	Number Responding
I	Define sixteen (16) terms.	108	72
II	Rank several definitions obtained for each of sixteen (16) terms.	72	67
III	Indicate degree of agreement with consensual definitions for each of sixteen (16) terms.	67	65

The frequency distribution depicted in the histogram on the following page indicates the degree of agreement with the consensual definitions obtained from the third round of the process.

DEGREE OF AGREEMENT WITH CONSENSUAL DEFINITIONS
OBTAINED FROM FINAL ROUND OF DELPHI PROCESS



*The numbers appearing above each interval of .05 represent the total number of terms out of 240 that received an average rank score within that specific corresponding interval (indicated on the horizontal axis). They simply make explicit the information indicated by the vertical axis.

The results of our Delphi process clearly reflect the need for further refining of definitions, but we note that, in all but a few cases, usage of various terms as indicated by their definitions primarily varied according to the particular area of adult/continuing education in which the definer worked. We conclude that most of the terms could be defined to accommodate all the varying shades of meaning.

Another important outcome of our Delphi process, particularly in view of the desired participation of professional practitioners, was the enthusiastic response and the continued expressed interest in the process, the project and the outcomes. We were extremely gratified by the support we received from our definers and by the time they devoted to sending us excellent comments, observations and criticisms. They all expressed a desire for further participation in any of the future stages of development of the handbook. The interaction afforded us through the Delphi process was invaluable.

APPENDIX D

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[NOTE: Those members of the Office of Education Standing Committee and the National Advisory Committee who also participated in the Delphi process are indicated by an asterisk (*).]

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